

V. 16
1916-17

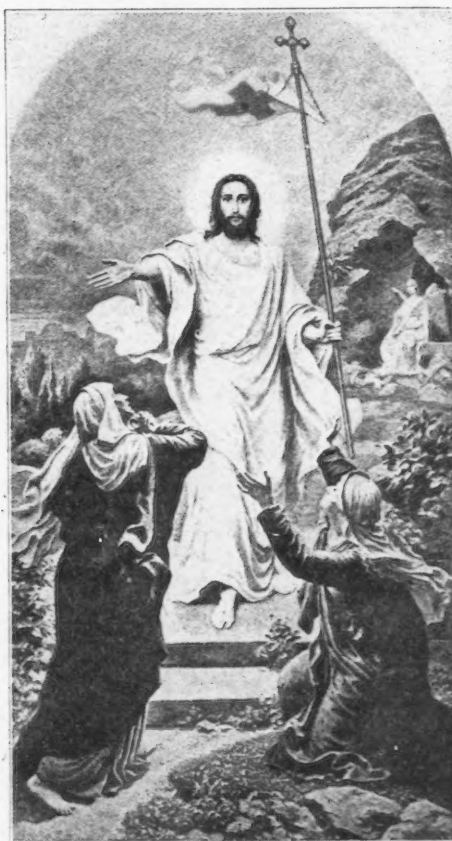
The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

School Calendar

April, 1916

S. 1	St. Hugh, B. C.
Fourth Sunday in Lent	
<i>Gospel, St. John vi. 1-15: The Miracle of the Loaves and Fishes.</i>	
S. 2	St. Francis of Paula, C.
M. 3	St. Irene, M.
T. 4	St. Isidore, B. C. D.
W. 5	St. Vincent Ferrer, C.
Th. 6	St. Celestine I, P. C.
F. 7	Bl. Herman Joseph, C.
S. 8	St. Walter, Ab.
Passion Sunday	
<i>Gospel, St. John xiii. 46-59: The Jews try to stone Jesus.</i>	
S. 9	St. Vautrude, W.
M. 10	St. Mechtildes, V. Ab.
T. 11	St. Leo the Great, P. C. D.
W. 12	St. Victor, M.
Th. 13	St. Hermenegild, M.
F. 14	St. Justin, M.
S. 15	St. Peter Gonzales, C.
Palm Sunday	
<i>Gospel, St. Matt. xxv. 1-16: The Passion of Our Lord.</i>	
S. 16	St. Benedict Joseph Labre, C.
M. 17	St. Anicetus, P. M.
T. 18	St. Apollonius, M.
W. 19	St. Leo IX, P. C.
Th. 20	St. James, C.
F. 21	St. Anselm, B. C. D.
S. 22	Sts. Soter and Cajus, PP., MM.
Easter Sunday	
<i>Gospel, St. Mark xvi. 1-7: The Resurrection of Our Lord.</i>	
S. 23	St. George, M.
M. 24	St. Fidelis of Sigmaringen, M.
T. 25	St. Mark, Ev.
W. 26	Sts. Cletus and Marcellinus, PP., MM.
Th. 27	St. Turibius, B. C.
F. 28	St. Paul of the Cross, C.
S. 29	St. Peter, M.
Low Sunday	
<i>Gospel, St. John xx. 19-31: Jesus appears to His Disciples.</i>	
S. 30	St. Catharine of Siena, V.



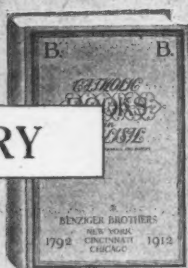
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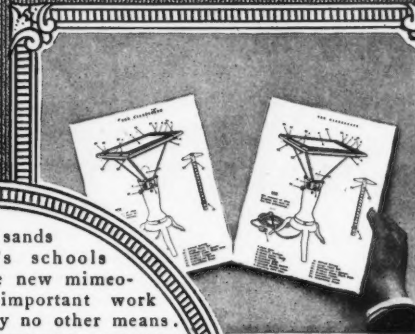
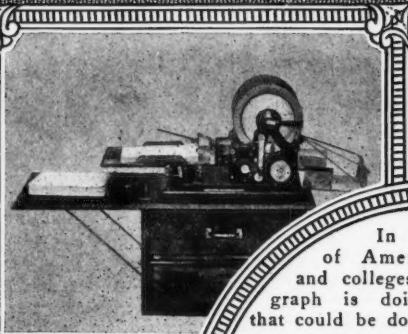
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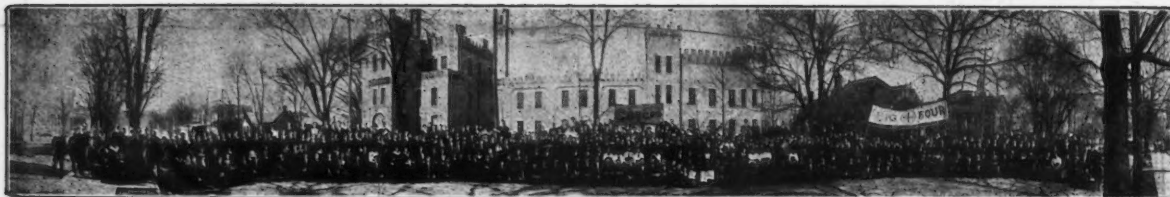
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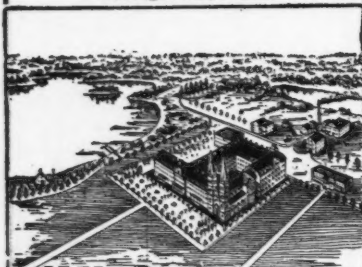


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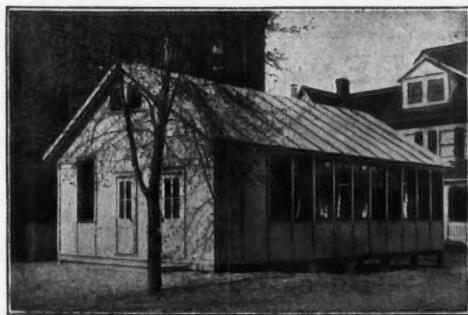
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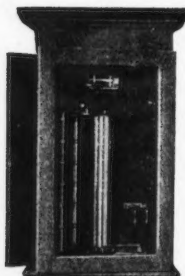
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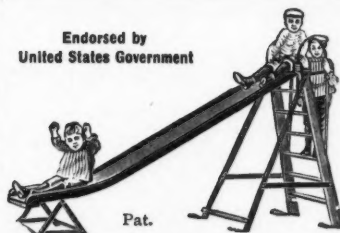
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MILWAUKEE, APRIL, 1916

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Easter and the Teacher. As Catholics we enter rightly into the spirit of Easter when we rise from our sins and live henceforth in union with our risen Lord. He is the vine and we are the branches. Our spiritual life will thrive insofar as it derives from Him. If we abide not in Him, we shall be lopped off and destroyed. He is the way and the truth and the life.

The same ideal, more intimately understood and more consistently brought into practice, is the distinctive trait of our life as religious. The vows of religion enable us to unite ourselves more closely with the risen Lord. We limit ourselves in order that we may be free to serve Him, to love Him, to contemplate Him. We become specialists in His service and for His sake. The goods of the world and all anxiety concerning them we cheerfully renounce. We recognize the inherent beauty and superiority of bodily chastity and make of it a means of closer spiritual union with our Savior. We do the bidding of a so-called superior, not because the superior is the embodiment of wisdom, but because any nail is good enough to hang the precious garment of obedience on.

And as teachers, too, we enter into the Easter spirit. We do so when, in the first place, we rise from our professional sins. Has our teaching been blind and formless? Has it been so taken up with details as to lose sight of the supreme reason for the existence of the Catholic school? Has it been a makeshift. Has it been merely a piece of the day's routine? Has it been other than a means of mental and spiritual growth for our pupils and for ourselves? Such questions contribute to an examination of our professional conscience. (observe, please, that we are optimistic enough to presuppose the existence of a professional conscience.)

We rise from our professional sins when we set about rectifying our faults and shortcomings and wrong methods of teaching; when we study carefully and impartially the conditions under which we work, and endeavor to conform them to the principles that underlie our educational activity; when we enter the classroom after the Easter recess filled with the determination of making our teaching more fruitful and more potent; when we are resolved to grow ourselves and to make our pupils grow in holiness, in wisdom, in culture and in practical efficiency.

These things we cannot do if we fail to take into account the illuminating and vivifying fact that the Easter spirit is, in the second place, a union with our risen Lord. We must work for Him and with Him and in Him. We must identify our little selves and our feeble efforts with the personality and the methods of Christ the Teacher. He is our first Master of Pedagogy. We must ever ask ourselves, with the childlike simplicity that is free from the least taint of irreverence, How would our Savior teach this lesson? How would our Savior deal with this specific problem? And we must not expect an angel from heaven to come down with the answer. We have the answer, the all sufficient answer, in the New Testament. There we not only learn what the Blessed Redeemer taught, we actually see Him teaching. There we learn His methods. There we see the model of all the pedagogical virtues. There we observe His infinite tact and His infinite patience and His infinite zeal. There we note His unflinching recourse to familiar illustrations to break the bread of truth. There we behold a Teacher who never substitutes books for life. There, above all, we recognize a Teacher Who is in the midst of His disciples as one that serveth.

Such are some of the practical aspects of the Easter

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

season and the Easter spirit. It is our duty, as Christians, as religious and as teachers, to rise with Christ from the unworthy past and to live with Christ in a perfected future. The individual goes astray, and the world goes astray, whenever the individual and the world fail to unite themselves with our Savior. And that teaching is naught which fails to embody an ever present union with Him—with His principles, His ideals, His methods.

Shakespeare the Immortal. Despite its momentous pre-occupation with the European war and other things, the world pauses in this month of April, 1916, to pay its tribute of respect and love and admiration to the Bard of Avon. Three hundred years ago on the twenty-third of this month a man died in a country town in England; and today we commemorate the fact—not so much that he died as that he lived so fully and so fruitfully that in a very correct sense it may be said that he can never die at all.

Most of us are not destined for that kind of immortality. I who write these lines, and most of you who read them, will not be remembered three hundred years after our death. We can all indeed be great, in our own little ways, and great in the eyes of God, which is the most important aspect of the matter, after all; but few of us are cast in so large a mold that the world will mark our going and remember our lives and our works as long as the world has memory for men and things.

Shakespeare is remembered because he is the greatest writer the world has known. The man himself—despite the efforts and ingenious deductions of pedantic scholars—remains decided nebulous; some people—including our friends, the Baconians—doubt his very existence. But nobody doubts the existence and the power of the plays that bear his name. Every man who achieves supreme excellence does one thing superlatively well. Shakespeare wrote plays better than anybody else. Shakespeare probed the human heart and told, better than anybody else, what he found there. And therefore is he held in undying remembrance.

Teachers have much to learn from Shakespeare. The teacher needs a knowledge of the human spirit, a practical understanding of human psychology. That knowledge he can gain in large measure from a study of the Bard of Avon. The children in every classroom are potential Othellos and Henry V's and Portias and Lady Macbeths and Iagos and Hamlets and Margarets and Imogens and Falstaffs and Orlandos and Cordelias and Cressidas. The teacher who builds theories of life from his dreams or his desires may go hopelessly astray; the teacher who studies life from the textbook of psychology or pedagogy falls into snares and is victimized by delusions. But the teacher who accepts Shakespeare as a guide to a knowledge of life and an understanding of human character cannot make any really serious mistake. Time and human experience have set upon the works of Shakespeare the seal of authenticity. The Bard of Avon knows whereof he speaks.

And he speaks passing well. He has the gift of expression. He is—in the only sense in which we may use the word in connection with a finite being—a creator. He is a master of word magic. Imagination—a faculty needful and constructive in every department of life—kindles at the touch of his quenchless torch. In this respect, too, teachers may profitably sit at his feet. They, more than most men, need to know how to express themselves by means of the spoken word. They, more than most men, need to possess the power of kindling enthusiasm. Inso-

far as the power can be acquired, Shakespeare can impart it.

Teachers who are religious—who have deliberately and for a greater good cut themselves off from active and personal participation in worldly affairs—need to study Shakespeare. Since they are teachers, they must have a knowledge of life—but since they are religious they cannot secure that knowledge by actual first-hand experience. Their only consistent procedure is to have recourse to the great books of the world wherein human life is faithfully depicted, and Shakespeare's plays stand first on the list.

Superiors of religious communities should study Shakespeare. Their grace of office does not imply miraculous powers; and for them to attempt to govern men, even religious men, without a comprehensive knowledge of human nature is to act on the assumption that they are the recipients of miraculous inspirations. A reading of Shakespeare's plays will help all superiors tremendously. I do not say it will do them **more** good than retreats and vigils and acts of mortification and persistent prayer; but it will do them a **different kind** of good. They will know themselves better, and their subjects better, by the time they are through.

All of us who are convinced—or who want to be convinced—of the advisability of studying Shakespeare should continually bear in mind one important thing. **Studying about Shakespeare is not studying Shakespeare.** It is relatively futile to bother ourselves about such questions as, Was Shakespeare a good moral man? Was Shakespeare a Catholic? Did Francis Bacon write, "As You Like It"? Did Shakespeare know Greek? Was Shakespeare a lawyer? Is Goethe's conception of Hamlet correct? Isn't Shakespeare vulgar in places? Doesn't Shakespeare violate the traditional "unities"? Doesn't Shakespeare make many mistakes of fact? The essential thing is that we read the plays and realize their truth to life and their applicability to ourselves and to the men and women about us.

Shakespeare Exercises. In many of our schools exercises will be held commemorating in some way or other the Shakespeare tercentenary. This is well. But it is devoutly to be hoped that the exercises will be less in the nature of a public display than in the nature of a natural flowering of the work of our English classes. There is one very easy and practical test. If the preparation of the exercises involves labors outside of class, or even the partial suspension of regular lessons, then we are going about the matter in the wrong way. If, on the other hand, the greater part of the preparatory work can fit smoothly into the daily procedure of the classroom, if it assumes its rightful place in the classes in literature, history and vocal expression, then we can rest assured that we are doing honor to Shakespeare in the way in which he should be honored.

But a truce to theorizing. Let me here submit a tentative and possibly suggestive program for a school Shakespearean festival that can be made a natural, almost inevitable outgrowth of classwork.

1. Several five-minute talks by individual pupils on such subjects as: "Why We Study Shakespeare," "Stratford-on-Avon," "Shakespeare the Man," "The Woman of Shakespeare," "Shakespeare's Fools and Clowns," "Catholic Allusions in Shakespeare," "Shakespeare's Plays and the Laws of God."

2. Several monologues from Shakespeare—just plain, old-fashioned "pieces"—read or acted understandingly by individual pupils. For instance, Jacques' "Seven Ages of Man" from "As You Like It," the opening soliloquy from "King Richard III," Portia's plea for mercy from "The Merchant of Venice," a bit of Shakespearean oratory from "Julius Caesar" or the famous "Once more unto the breach, dear friends" from King Henry V., Falstaff's "Catechism of Honor" from the First Part of "King Henry IV," Prospero's farewell to magic from "The Tempest."

3. The simple presentation of a complete scene from one of the plays. This offers a wide range for selection, but we especially recommend one of the following: The scene involving Brutus, Cassius and Casca in the first act of "Julius Caesar"; the quarrel scene from the same play; the trial scene from "The Merchant of Venice"; the deposition scene from "King Richard II"; the forest scenes

from "As You Like It"; the scene between little Prince Arthur and Hubert in "King John"; the graveyard scene from "Hamlet."

4. Vocal renditions of some of the beautiful songs scattered through the plays, such as "Sigh no More, Ladies," "Under the Greenwood Tree," "Blow, Blow, Thou Winter Wind," "Tell Me Where is Fancy Bred" and the fascinating serenade from "Cymbeline," "Hark, Hark, the Lark at Heaven's Gate Sings."

5. Incidental music with a Shakespearean flavor. The traditional music for the songs and marches is not especially difficult.

Costumes are desirable, but not necessary. Elaborate scenery is uncalled for. Opportunities will be found for using boys only and girls only and both boys and girls. Let the main consideration be that the pupils understand the lines they recite and that their pronunciation be accurate and their enunciation distinct and that their gestures be few, simple and natural. In preparing such a program both teacher and pupils will learn to love Shakespeare, and in witnessing the final performance not a few of the old folks will be driven back to their reading of Shakespeare—which is a corporal and spiritual work of mercy.

Correlation Again. Let us suppose that a high school class is in its second year of German. The work necessarily involves copious reading. Why not, in preference to the standard German reader or the book of easy "Märchen," let the pupils take up a bible history in German and use that for class and home reading? They will certainly learn German from it; and they will revive their knowledge of the subject matter. It is fair to assume that they have already a considerable knowledge of the facts of biblical history, and therefore they will be able to read rapidly, and without wondering what on earth a given construction may mean. Should the objection be urged that this method is perilously like unto the use of the much maligned "pony," I venture to suggest that the "pony" as an educational device is not to be despised,—at least in the teaching of modern languages.

Hens. It is to be hoped that most of our Catholic teachers have read Mrs. Frances Hodgson Burnett's novel, "T. Tembarom." "T. T." isn't a little Lord Fauntleroy exactly, but he is eminently worth while. And so are the other characters, including that dear old Miss Alicia and the Duke of Stone and the villagers. One of the latter evolves a characterization that deserves immortality.

"Miss Alicia," the cottage woman said, "she's well meanin', but she's not one with a head. She reminds me of a hen that lays a egg every day, but it's too small for a meal, and 'u'd never hatch into anythin'."

I think the cottage woman was unkind and unjust in thus speaking of Miss Alicia; but her remarks have a certain degree of applicability to some teachers—of both sexes. And she might have added that hens of this sort do more than the ordinary amount of cackling, which disturbs many a rooster intent on grubbing for worms or admiring the beauties of the sunset.

An interesting Book Test. A college instructor recently put this question to his students: "Suppose that you were sentenced to spend the rest of your life on an uninhabited island, absolutely devoid of human companionship. And suppose that you were allowed to take twenty books with you. What books would you select?"

The young men were given to understand that the instructor did not want a list of the best twenty books in universal literature, or the twenty books that one would like to have his friends read, but the twenty books that one would take for intellectual companionship for the remainder of one's days. The results proved interesting; but the following books, in the order given, received the highest number of votes:

Shakespeare, the Bible, the Standard Dictionary, Dante, Thomas a Kempis, Milton, Homer, Cardinal Newman, Dickens, Thackeray, Virgil, Scott, Tennyson, Macaulay, the Confessions of St. Augustine, Bobbie Burns, Keats, Shelley, Goethe and Green's "Short History of the English people." Well up on the average list, though not sufficiently insisted upon to be among the elected twenty were Alexander Pope, Robert Louis Stevenson, Bacon's "Essays," O. Henry, Washington Irving and Francis Thompson. One student put at the head of his list. "A good cook book—safety first."

Great Catholic Writers Your Pupils Should Know

By Brother Leo, F. S. C.,

Professor of English in St. Mary's College, Oakland, Cal.



XVI.—Lacordaire.

In the career and works of Frederic Ozanam we studied the doings of a man who sought to further the interests of the Church and of humanity in works of external charity, by the labors of his pen and through his office of university professor. In his great contemporary, Lacordaire, we see the same end unflinchingly pursued according to somewhat different means. The two men had much in common. They were contemporaries and friends, they were brilliant and accomplished, they were at once practical and pious, they had courage and resourcefulness,

BROTHER LEO, F. S. C. they were cognizant of the needs of the troublous times in which they lived. Yet they followed diverse paths. Ozanam laid chief emphasis on works; Lacordaire, on prayer. After mature reflection, Ozanam found himself called to the married state; Lacordaire, to the priesthood and the religious life. Ozanam was a teacher and a writer; Lacordaire, a preacher and a monk. What Ozanam did with his Society of St. Vincent de Paul, Lacordaire did through his prayers and self-abnegation. To Ozanam opportunity beckoned from the rostrum of the Sorbonne; to Lacordaire, from the pulpit of Notre Dame. The names of both merit eternal perpetuation in the roll of Catholic writers; but while Ozanam reaches that distinction through his academic outlook and scholarly tone, Lacordaire arrives along the path that St. Chrysostom and Bossuet had already followed—the literature of the pulpit.

His Life Story. Born near Dijon, France, in 1802, John Baptist Henry Dominic Lacordaire was distinguished as a child for his ardent piety and for an amiable penchant for playing at preacher. He was entered at the state lycee of Dijon at the age of ten, and when he returned home seven years later he had lost his piety and belief in the Catholic faith. At Paris he continued his legal studies and eventually achieved notable success as an advocate. But even in the midst of his professional triumphs he felt strangely forsaken, and his mind, following his heart, gradually returned to religion. He decided to abandon the bar, and accordingly entered the seminary at Issy at the age of twenty-two. Three years later he was ordained to the priesthood. He was assigned a chaplaincy, that involved the teaching of Christian Doctrine, and he interested himself in the students of lycee of Henry IV. He thought for a time of going to Poland; then he actually accepted the office of vicar general for the archdiocese of New York, and was on the point of sailing for America when a political upheaval in France and an invitation from the Abbe Lamennais to become associate editor of the newspaper, *l'Avenir*, induced him to remain at home. The first issue of *l'Avenir* appeared in October, 1830, and Lacordaire, together with the youthful Montalembert, was intimately connected with the publication until its suspension. With Lamennais they went to Rome to appeal against the condemnation hurled by the French bishops against the periodical; and when the pope confirmed the censure of the French episcopate Lacordaire wholeheartedly submitted and shortly after severed his relationship with Lamennais.

The condemnation of *l'Avenir* and the liberal ideas it had espoused drove the unfortunate Lamennais out of the Church; but it drew Lacordaire closer to her bosom. Early in 1834 he began at the College Stanislas a series of conferences which, originally intended for the students

of the institution, soon attracted wide attention and brought crowds of eager listeners which included such men as Lamartine, Berryer and Victor Hugo. The young preacher received more than applause and approval. Critics were not wanting who, remembering Lacordaire's intimacy with Lamennais, feared that his views were radical, incendiary and pernicious. The series at the College Stanislas suddenly ceased; but shortly after Lacordaire was invited by the Archbishop of Paris to give a course of lenten conferences at Notre Dame. This epoch-marking event began early in 1835; a second series was given the following year.

In 1839 Lacordaire, then in his thirty-eighth year, was received into the Order of Preachers at Rome; and some ten years later he returned to France as provincial of the Dominicans and succeeded in re-establishing the order in France. He was again invited to the pulpit of Notre Dame and for nearly ten consecutive years he continued to mold public opinion in favor of Catholic ideals and Catholic practice. After the fall of the government of Louis Philippe in 1848, Lacordaire was elected to the National Assembly; and persons fond of noting contrasts and incongruities were doubtless impressed by the spectacle of the erstwhile friends, Lacordaire and Lamennais—one in his Dominican habit and the other in the garb of an unfrocked priest, seated not far from each other on the parliamentary benches. But Lacordaire resigned his seat within a month. His disapproval of Napoleon III necessitated his departure from Paris in 1853; and he never again returned save to receive his admission into the French Academy.

His last days were spent at Soreze where the Dominicans conducted a school for boys and young men. Lacordaire was placed in charge of the institution, and there, after his life of activity and vicissitudes, he secured relative peace. The English critic and poet, Matthew Arnold, in his book, "A French Eton," describes a visit he made there in 1859. "I was shown across the court, up an old stont staircase, into a vast corridor; a door in this corridor was thrown open, and in a large bare room, with no carpet or furniture of any kind, except a small table, one or two chairs, a small bookcase, a crucifix and some religious pictures on the walls, Lacordaire, in the dress of his order, white-robed, hooded and sandalled, sat before me." The Englishman was deeply impressed with the gentle kindness of the distinguished Dominican and with the air of cheerfulness and quietude that pervaded the place. Despite intimations to the contrary on the part of some recent writers, we have no reason to believe that Lacordaire felt his life at Soreze to be an exile and a humiliation. "One of the great consolations of my present life," he wrote, "is that I have now God and the young for my sole companions." He died at Soreze in November, 1861.

HIS CHARACTER. Lacordaire wrote playfully to his friend, Madame Swetchine in 1836: "I certainly must have some of the Arab in me." He had. He had the Arab's impetuosity, the Arab's restlessness, the Arab's innate gentleness and eternal fire; most of all, the Arab's earnestness and unswerving devotion. His character grew rapidly through the years. He affords, at almost every point, a striking contrast to Lamennais. "That grand, immoderate spirit," as Sainte-Beuve calls the unhappy founder of *l'Avenir*, after his disappointment at Rome, led a life proud, sullen, embittered, its close marked by an obscure cortege through the streets of Paris and a burial in an unhallowed grave in the cemetery of Pere le Chaise. The disappointment was as keenly felt by Lacordaire, but he made of it a means of intellectual development and spiritual sanctification. There can be no question, at any stage of his life, of the worthiness of his motives and the purity of his intentions. Praise failed to inflate, condemnation to sour him. And the history of his religious life, of his regularity, his obedience and extraordinary morti-

fications, is the history of a saint. Not often, indeed, has Church history furnished so happy a blending of the virtues of the apostle and the virtues of the anchorite.

Montalembert has drawn a remarkable pen picture of the Lacordaire of the *Avenir* era: "He was twenty-eight years of age. His slender frame, his delicate and regular features, his sculptural brow, the royal carriage of his head, his black and flashing eyes, and I know not what union of elegance and modesty in his entire person—all this was but the envelope of a soul which ever seemed to be on the point of flying away to heaven. His flaming glances emitted treasures both of indignation and of tenderness. His voice, already so nervous and vibrating, often assumed an accent of infinite sweetness. Born for combat and for love, he already bore the seal of the double royalty of soul and of talent. He appeared to me charming at once and terrible; the very type of enthusiasm for good and of virtue armed in the cause of truth. I saw in him one predestined to all that youth adores and admires most—to genius and glory."

THE EDUCATOR. Unlike Fenelon, Lacordaire has written no formal treatise on pedagogy; unlike Ozanam, most of his days were not spent in a professorial chair. Yet he first attracted attention—and hostility—by conducting a little school where religion was taught in defiance of a godless government. The officials entered the school and said to the pupils, "In the name of your country we command you to leave." Whereupon Lacordaire promptly cried: "In the name of your God and your parents, I command you to stay." And the pupils stayed. The last sermon he ever preached in Paris—it was in the Church of St. Roch in 1853—was in defense of the educational work of the Brothers of the Christian Schools. His success as head of the Dominican college at Soreze was pronounced; and what, if not vitally educational, is the burden of his "Letters to Young Men"? Some words uttered shortly before his death amply reveal that he possessed the secret of the true educator: "I have always tried to serve God, the Church and Our Lord Jesus Christ; and I have ever loved—oh, dearly loved!—children and young people."

THE PREACHER. Lacordaire's greatest influence on his time was exerted through the conferences he delivered, notably from the pulpit of Notre Dame. Many of those conferences have been preserved, and they are no slight contribution to our literary heritage; but we who read them, however sympathetically, today, can catch but a faint impression of the vigor, the winsomeness, the personality of his utterances as they fell upon the ears of the Parisian congregations of yesterday. The conferences renewed the face of the earth. "Lacordaire," once said an adverse critic, "never, so far as we know, converted a single individual." "True," retorted a friendly critic, "Lacordaire's mission was to convert a nation; and he did it."

The keynote of Lacordaire's conferences may be given in his own words: "The old social order perished because it had driven out God; the new social order suffers because it has not invited God to return." His method of expounding Catholic truth was somewhat akin to the novel inductive method adopted by Chateaubriand. It involved, not a formal and stiffly logical demonstration of Catholic dogma, but a discursive, seemingly unsystematic presentation of truths, starting with premises which all rational beings must perforce accept. The spirit of the age was the spirit of rationalism run riot, of negation of the fundamental truths of faith; Lacordaire perceived the uselessness of proceeding along the lines of conventional and traditional argument; he saw the need of finding some common ground with his auditors and thence leading them to the truth.

Lacordaire's conferences have slight resemblance to the typical French sermon. Formally, they are not sermons; they are more like *causeries*. For the conventional exordium he substituted a brief and pointed introduction. The traditional three points he ignored. Instead of the elaborate preoration, he employed a short, forceful conclusion based upon the matter of the discourse and often suggestive rather than complete and decisive.

His contemporaries—who, after all, are the only competent judges—pay high tribute to Lacordaire's technical efficiency as a public speaker. As an orator he was both born and made. And he possessed, in addition to minor gifts and accomplishments, the art of establishing a vital,

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intimate relation between himself and his audience and of sensing to what extent they were sharing his mental and emotional processes.

His works. Most of Lacordaire's conférences, "God and Man," "Jesus Christ" and "God." His volume of funeral sermons is a further fruit of his pulpit career. Other writings are: "Letter on the Holy See," "Considerations on the Philosophic System of Lemennais," "Italian Liberty and the Church" and "A Life of St. Dominic." During his last illness he composed a canticle on St. Mary Magdalen.

Madame Swetchine said of him: "He cannot be known save through his letters." Certainly the eight volumes of his correspondence manifest both his glowing nature and his rare literary skill. He was a prince of letter writers. A permanent contribution to Catholic literature is his "Letters to Young Men."

Literary traits. Lacordaire placed a high value on literary culture. He did not share the Abbe Gaume's distaste for classical studies, for he recognized in the great books of the world one means of drawing closer to God. His appreciation of the formative and cultural value of right reading he reveals in the tribute he pays to Drouet, one of Napoleon's generals:

"This veteran of the grand army was now old and solitary, but he felt not the oppressive weight of years. For to the love of men and to the love of God he joined a third devotion, once the distinctive passion of every nobly gifted nature, but which seems fading from our present day—the love of letters. A masterpiece was to him a living being, a friend who drops in for an evening chat. To take up a true book, to lay it on the table, to drink its inner perfume was to him a pure and intimate enjoyment. While the men about him were confined to the things of the present, he was living in all ages and centuries; while others were obsessed by their devotion to worldly interests, his mind was dwelling in the sphere of the beautiful. Rare and excellent life! One to which we cannot rise through taste alone, but which demands from us both character and goodness. Literature demands, according to the expression of the ancients, a

cultus; and as we speak of the religion of honor, we may also speak of the religion of literature."

His literary style. Rhetorically considered, the style of Lacordaire abounds in simile and metaphor, antithesis and interrogation. He possessed what Aristotle called the power of "translating" things into images. His figures are not merely decorative; they serve to clarify and amplify his meaning and to bear to his hearers and readers the message of his alert mind and ardent soul. His frequent use of the rhetorical question aroused dormant minds and induced reflection. The occasional conversational turn of his discourse established a wholesome familiarity between the speaker and the audience, between the writer and reader; it helped to bring the realization that his words came hot from the heart of a living, earnest man, and that the supreme consideration was not how he was saying things but what were the things he said.

His literary spirit. The soul of Lacordaire's style is a composite of sympathy and zeal. "He could love men," says the late Dr. Parsons, "without loving the world." He sought to enter into the mentality of his age, not to condone its failings but to heal its diseases. His own personal experiences—notably his early wave of unfaith and his association with Lamennais—had taught him much; and he gained respectful attention because of his comprehensive understanding of his race and his times. "He was one," writes his friend, de Broglie, "who had come out of the new world; nay, people said that it still had its attractions for him. He had shared its illusions; he would surely be able to understand its ways and to cure the malady that was hardly known to itself."

And his zeal—a zeal that resulted in an unequivocal recognition of the power of the printed word—he admirably expresses himself in a letter to his friend, Frederick Ozanam:

"You must on no account lay aside your pen. Writing is a hard trade, no doubt; but the press has become too powerful for us to desert our post. Let us write, not for glory, not for immortality, but for Jesus Christ. Let us

Continued on Page 13

Obituaries

Brother Pious, C. S. C.

Brother Pious, C. S. C. (Daniel Murphy) who was for over twenty-five years connected with Notre Dame University, Notre Dame Ind., died Mar. 9 at Notre Dame following an illness of several months. Brother Pious was born in Bristol, England, Jan. 25, 1845. He received the holy habit at Notre Dame in 1880 and was professed in 1883.

Member of Franciscan Order.

Sister Mary Charles, a member of the Franciscan Order, passed away recently at St. Francis Home of the Aged, Dubuque. Sister Charles, known in the world as Miss Francis Reidy, was born in County Cork, Ireland, and had come to America when a young woman. Five years ago she became a member of the Sisters of St. Francis.

Brother Bonaventure Dies.

Brother Bonaventure (Michael Casey), 83 years old, the oldest member of the Holy Cross Brotherhood at Notre Dame, died two weeks ago. He had been at Notre Dame for fifty-eight years.

Brother Ralph, C. F. X.

Brother Ralph, C. F. X., a member of the faculty of St. John's Preparatory College, Danvers, Mass., died Feb. 27. Brother Ralph entered the juniorate of the Xaverian Brothers in Danvers in 1906, and after completing his course there was sent to Mt. St. Joseph's College, Baltimore, where he pursued the usual course.

Brother Ralph taught for short periods in Richmond, Va., and Wheeling, W. Va.

Dead Ursuline One of Founders of Alton Community.

Mother Ursula of the Ursuline Convent in Alton, who died recently at the age of 78 years was one of the founders of the convent.

Recently we noted the death of a priest (Father Branahan, of Texas), who was formerly a widower. Now we note the death of Sister Brigid of Cashel (Ireland), Presentation Convent. "Deceased was professed 48 years ago, and was in her 80th year. Her family name was Corbett, and she came from the Mitchellstawn district. Her late husband, Mr. McCarthy, was of a respectable farming family. There were two children—a boy and a girl—by the marriage. The husband dying after a few years, the widow sold out the farm and retired to the convent. The son entered Roscrea College, and now rules over the famous monastery. The daughter joined the Dominican order of nuns, and is at present in New Zealand."

Sister Mary Theodosia, for more than fifty years an humble, hard-working Sister of St. Francis, died in St. Francis Hospital, Trenton, N. J., March 25th, after a long illness.

Mother Mary Louis Maline, for thirty-two years Sister Superior at the Ursuline Convent, Villa Angela, Nottingham, Ohio, died on March 16th in her seventy-first year. She was a native of Longford, Ireland, and entered the Ursuline Order in 1865.

Sister M. Adelaide Maurath of the Sisters of Charity, died on March 11th at the Motherhouse, Mt. St. Joseph, Cincinnati, Ohio, in the sixty-ninth year of her age and fiftieth of her religious profession.

Sister M. Augusta, known in Rochester, N. Y., her native place, as Miss McShea, died recently at the Convent of Our Lady of Victory in Fort Worth, Texas. She became a member of the Sisterhood of St. Mary in 1876.

Rev. Francis Mersham, O. S. B., Professor at St. John's University, Collegeville, Minn., since 1869, died suddenly March 18.

He was known and esteemed by his confreres not only on account of his eminent knowledge but also because of his unassuming manners and cheerful disposition; as a teacher he was venerated and loved by the entire student body.

The Sisters of St. Joseph's, at Cleveland, Ohio, suffered a grievous loss on March 13 by the death of Sister M. Baptista. It was a blow not only to the community but to the interests of Catholic education in the diocese. While her earlier career as teacher had been passed in some of the smaller towns of Ohio, notably Massillon, she had been connected for many years preceding her death with St. Thomas' parish, Cleveland. It was here that the many splendid qualities of mind and heart that made her a typical instructress of youth attained their full development.

NUN WITH UNUSUAL RECORD.

In the death of Sister Brigid, of the Presentation convent at Cashel, County Tipperary, Ireland, the order lost an energetic member and an unique personage. She was a widowed mother of two children, and entered the community forty-eight years ago. Her son became a priest and is the present Abbot of the Cistercian Abbey at Roscrea. The daughter became a Dominican nun, and is now in New Zealand. Her brother is also a priest.

TEXAS EDUCATOR.

Rev. William J. Marr, a member of the faculty at St. Edward's College, Austin, Texas, passed away there on St. Patrick's Day. Father Marr was formerly stationed at Notre Dame University. He was born at St. Athanese, Quebec, Canada, in 1873.

St. Louis University has lost a valued member of its household by the death of Brother Henry F. Elis, S. J. Brother Elis was in his seventy-seventh year, and had been a member of the Society of Jesus for fifty-eight years. For the past eighteen years he served as guardian of the St. Louis University library.

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Commencement Day.	50c
Plans for the Holidays, A School Play for	
June Exercises.	30c
(The last five plays may be had in one volume entitled, "The Queen of Sheba and Other Dramas," for \$1.60.) All plays payable in advance. Payments by Bank Checks will not be accepted unless accompanied by 25c extra to pay for exchange. No plays sent on approval. Descriptive Catalogue sent on receipt of 2c. stamp.	

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New College.

The contract for the large new building for St. Norbert College, De Pere, Wis., has been let, and work will be begun as soon as the weather permits.

The Irish University.

The following notice has appeared in the Irish papers:

"The Senate of the National University of Ireland invites architects to submit designs for a University building.

"The competition is limited to architects living and practicing in Ireland."

Early this spring Georgetown University will build the first of the group of buildings for the preparatory school on the 90-acre tract which has been acquired near Rockville, Md. This structure will cost \$115,000, and is the central one of the nine to be erected, which when completed will form one of the finest institutions of learning in the United States.

DAYTON ADDS THREE PARISH SCHOOLS.

Three new parochial schools with accommodations for over 2,000 pupils were added to the educational institutions of the city of Dayton

New Schools.

Two new parochial schools in Fort Wayne, Ind., will be dedicated this spring. May 14th has been set as the day for the dedication of the new St. Peter's school, which was recently completed at a cost of \$100,000.

A NEW DEPARTURE.

A distinctive school construction for St. Philip Neri parish, Cleveland, conforming to California style, will be of light, rough brick, with red Spanish tile roof. The interesting feature of this school is an inner court. The building offers safety because all rooms are grouped on the ground floor; beauty by reason of its type and economy by construction simplicity.

Fifty members of the Alumni Association of La Salle College, Philadelphia, met at the college recently and opened a campaign to raise the sum of \$100,000 for enlarging the buildings of the college and extending the college work.

St. Patrick's Seminary, at Menlo Park, Cal., is to have a new chapel to cost \$100,000.

The new ecclesiastical seminary at St. Louis will be dedicated by the Apostolic Delegate, His Grace, Archbishop Bonzano, Thursday, April 27. The Bishops of the Province together with many other visitors are expected to be present for the occasion.

This spring Georgetown University will build the first of the group of buildings for the preparatory school on the 90-acre tract which has been acquired near Rockville, Md. This structure will cost \$115,000, and is the central one of the nine to be erected, which when completed will form one of the finest institutions of learning in the United States.

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A high school structure costing approximately \$150,000 to care for practically all of Cleveland's Catholic high school pupils residing on the East Side is to be built this spring by the St. Ignatius' College. The new high school, which is to be a part of St. Ignatius' College, will be fireproof throughout and constructed along the most improved lines in school building.

The Rt. Rev. Joseph Glass, D.D., Bishop of Salt Lake, has announced the proposed erection of the first parish school in Salt Lake City, with others to follow as soon as possible.

A magnificent modern school building has been started for St. Thomas Aquinas parish, South Brooklyn, N. Y. Some original ideas will be embodied in its construction.

Mundelein Plans Boys' Institution.

The Archbishop placed the responsibility of solving the boy problem upon the Chicago Knights of Columbus, and outlined the manner in which he wants them to handle it. He asked them to raise the money to erect the buildings for a great institution for boys somewhere in the country not far distant from Chicago.

"I have already arranged," he said, "for the brothers who will take up the work if the Knights of Columbus furnish the buildings."

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READING.

By Rev. James H. Cotter.



REV. JAMES H. COTTER

others serve as prongs for proper setting.

Clearness of expression is a requisite in Reading; hence the letter should not be slighted, as words depend upon letters just as much as sentences upon words.

Interpretation of the theme is taught, for this alone gives its proper sense, adds variety to the art of Reading, and, in the same degree, awakens interest.

Reading is far reaching in its influence. Conversation, and public speaking (which is only conversation pitched in a high key) mainly depend upon the work done in the reading classes of our schools.

It is a pleasure to hear our pupils embody the principles of elocution in this important study, which is an augury of still greater success in oratory that, it is said, a Republican form of government particularly fosters and encourages.

When Hamlet said, "Words, words, words," he did not intend to depreciate words only as thoughtless terms. As carriages of ideas, they are marvelous. They have in them heart as well as head, or feeling as well as meaning. To be indifferent to either property is wrong. To give only meaning, is to observe technique and to conclude a soulless expression; to give only feeling, is to exclude proper control of the subject matter and thus lack the logic of the art. To happily regard both is the great thing to be desired.

Words are wonders in the domain of Religion, and so to speak them well does honor to the God who bestowed them. To be indifferent to their proper voicing is almost sacrilege.

In the world of letters, they are imperishable things. They ofttime ring through the ages and outlive by a thousand years the classic lips that uttered them. To read them aright is justice to the dead as well as a joy to the living.

Now what should our pupils read? Something it should be that they otherwise would not read. The great authors will naturally be read, if the pupil has any ambition to end in scholarship. Antiquities should be eschewed and the great minds of our day noted. We often hear it said that the Catholic Church was great, but that the present day produces no geniuses. The mean world sedulously excludes them, and then with diabolical perverseness denies their existence.

So let new readers with Modern Authors be patronized by our schools, in order that the child's mind may be kept in touch with an active and fruitful Church. These readers will more than all refine the taste, enrich the thought, and arouse the ambition of youth. In literature we are "the heirs of all the ages" and yet some of our readers are pitiable in the want of range or excellence shown in their compilation.

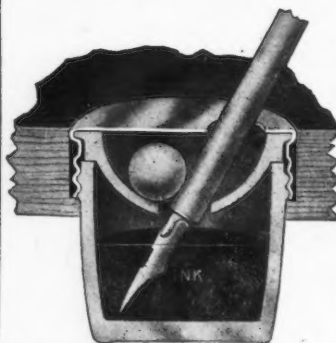
We thank God for the new series of De La Salle readers, as every page is gilt with youth and beauty. It is wonderful how our readers influence the character of a child's thought. They give an indelible expression second only to sacramental influence. To have them attractive fonts of truth is doing more for the pupil than all the teachers can dare perform. Much is said of the inspiration given a mind by the scenes that surround its opening eyes, but much more powerful, are a young life's first readings.

One of the most important branches in our schools is Reading. I am pleased to note the change from the sing-song manner of other years. Now the child looks through the book, as if it were a glass from which he sees his auditors, differing materially from another time that made the books cover the boundary of the pupils' mumbling endeavor.

Accentuation is carefully considered, besides the fact that there are important words around which the meanings of many others cluster. To bring out the full meaning of one word is often to properly express a period. These principal words are like jewels that

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Pursuing this idea still farther, the most useful readings are the editorials of our Catholic papers. Here the live issue is learned, and the art of reading is combined with religion and journalistic literature. The young get a proper conception of the things that agitate our own hour, and a love for and interest in the power of the Church as a solver of the riddles of mankind. In vain will we prate of the Catholic paper being not properly supported if we do not give a proper impetus to our right interests in inspiring in the class room the love of the pupil for our own literature.

We have the geniuses of this as of all the Christian generations; let us produce their minds in our class rooms and we will be giving an inspiration to eloquence and oratory that will be an uplift to humanity in general and to the church in particular.

Continued from Page 9.

crucify ourselves to our pen. If nobody should read us a hundred years hence, what does that signify? The drop of water that falls into the sea has gone to swell the flood, and the flood never dies. 'He who has been of his time,' says Schiller, 'has been of all time.'

BIBLIOGRAPHY. English readers are fortunate in having an adequate translation of Father Chocarne's splendid biography under the title of "The Inner Life of Pere Lacordaire." It is the story of the man, not so much as the world saw him, but as he was in the sight of God. Of value, too, are the lives of Lacordaire written by Father McNabb and Mr. H. D. Sidney Lear. Dora Greenwell's study of Lacordaire is sympathetic and conscientious, but rather misrepresents, by over emphasis, his liberal views. Dr. Reuben Parsons helpful and scholarly study, "Lacordaire and Lamennais," will be found in his *Studies in Church History* and also in the *American Catholic Quarterly Review* for April, 1897.

The Catholic Summer School at Cliff Haven.

The Catholic Summer School at Cliff Haven, N. Y., whose twenty-fifth anniversary is celebrated this year, is the theme of an interesting article by Rev. Thomas McMillan C. S. P., in the February issue of "The Catholic World."

From Warren E. Mosher of Youngstown, Ohio, prominently engaged in reading circle work, came the suggestion that "a summer meeting be held where learned teachers could meet with apt scholars under the blue sky, shaded by academic groves far removed from the busy marts of men." This suggestion was adapted, the Catholic Summer School of America held at New London, Connecticut, the summer of 1892, being the result.

The second session of the summer school was held at Plattsburg and subsequent sessions have taken place at Cliff Haven, New York, where a permanent site has been acquired, consisting of four hundred and fifty acres of ground with a frontage of one half mile on Lake Champlain. Here, amid the cool, invigorating air of "The Adirondack Mountains" our people have been afforded intellectual, social and religious opportunities. Here, as Brother Azarias observed, "the ablest and best equipped among our Catholic leaders of thought, whether lay or clerical, are brought face to face with a cultured Catholic audience, and give their listeners the fruits of long studies in those departments of science or letters in which they have become eminent."

Praying for the Dying.

In "Spiritual Conferences," Father Fabre observes: "It is obvious that charity to the dying, praying daily for those who are in their agony all the world over, and performing personal works of mercy to them when it is in our power, are special preparations for our own death."

This sentiment with its deep meaning for those who have loved and lost, appeals to every Christian heart. Believing this, we venture to recommend that the following indulgenced prayer be included in our morning devotions and opening religious exercises.

"My God, I offer Thee all the Masses this day celebrated throughout the world, for sinners in their agony, and for those who shall be overtaken by death today! May the precious blood of Jesus, our Redeemer, obtain for them mercy!

Indulgence of 300 days.—Pius X, Dec. 18, 1907.
(Explain indulgences.)

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(Entered as Second Class Mail Matter in the Post Office at Milwaukee, Wis., under Act of Congress of March 3, 1879.)

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DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,
P. O. Box 818. MILWAUKEE, WIS.

APRIL, 1916

The Journal is receiving the well-wishes of hosts of esteemed friends on this, its sixteenth anniversary. The publishers are pleased with the success they are meeting with and the incentive conveyed thereby has given an added impulse for more and better efforts in behalf of the best interests of The Journal.

The publishers are desirous of learning whether there are any Catholic institutions utilizing transportation facilities for school children, or if any information may be had regarding transportation accommodation furnished any rural schools by private parties. An inquiry regarding this has come to us from a business concern and we have not had an opportunity to look it up in the regular order of business, but in view of the wide circulation that the Journal enjoys, it occurred to us that we can secure the desired information through these columns.

America is to have its first great Catholic Congress in the City of New York from August 24 to 26, when the American Federation of Catholic Societies, the German Roman Catholic Central-Verein and the G. R. C. Staatsverband of New York State will hold joint convention in that city.

There is talk of giving our nation its 49th State by erecting the upper peninsula of Michigan into the State of Superior. A stalwart State it would make with its great natural resources and its numerous population. And the Catholics of the region are representative of the country's best faith, and children of Irish, German and Canadian immigrants who believe not less strongly than their fathers.

It has been noted that the present wars have been the occasion of a remarkable revival of the religious spirit among soldiers. In many Catholic villages every man who was summoned to the front went to his religious duties before setting out and there can be no doubt that many have died during the war with honor and glory, whose death in times of peace would have given little consolation.

As we pray with all our fervor for the restoration of lasting peace, let us be mindful of those whose lives are in constant danger, that God may give them the grace of doing their full duty well and, if called on to sacrifice their lives, the grace of dying at peace with Him.

In the past four years there have been 30 school surveys conducted in the United States and they are increasing in frequency; they have been conducted largely by professors of education, although they have been undertaken by agencies or individuals outside of school systems; they range in cost from \$126 to nearly \$126,000; the time consumed ranges from three days to more than two years, and reports range in bulk from six to nearly 2600 pages, says the Union and Times. The Athens, Ga., Herald is of the opinion that what we need now is a survey of the surveys.

Mightier Church Seen by Cardinal Farley at Close of Present War.

Cardinal Farley, at St. Patrick's Cathedral, New York, predicted that the Catholic church will be a great influence in rebuilding Europe after the present war, and the church will emerge stronger than ever.

The Cardinal said he well remembered when Lent was looked upon by a majority of the American people as a Popish season. He rejoiced to see Protestant churches now observing the season and keeping open all days of the week.

One hundred years ago, this year, the United States contained only 85 priests; now it has over 19,000.

THE UNHELPING HAND.



Defects in Education.

Prominent secular educators are now admitting that the state system of education is unsatisfactory. The men who had most to do with creating it and directing it knew very little about life as it is lived by the masses of the people. The consequence is seen in the inefficiency of the schools. A general education consisting of scraps of a large number of disconnected subjects is useless. Teach thoroughly one thing rather than half a dozen things imperfectly. A smattering of tongues or science or literature does little good, especially when the education begins and ends with the smattering. Above all, education should build up moral, religious character, or it will prove to be of little avail. It is character that counts in life and character is not built on a half knowledge of half a dozen different subjects of science or literature. The ideal education is the Catholic idea, religious in character, if it is to prove of advantage to the children in after life.

Teach How to Study.—An important function of the teaching office is to show children how to study. The mere assignment of a lesson and the mere "going over" the lesson with the class are not enough. The teacher must impart the principles of right study and form the habit of the right methods of study. For this the teacher needs: 1. Some knowledge of the psychology of the learning process; 2) experience as a student; 3) the ability to tell simply and plainly what he knows about study and to make his knowledge contagious. When a pupil fails in a recitation the teacher should not be content with marking him "unsatisfactory." He should go a step farther and try to find out *why* the pupil failed; and if he can trace the failure to defective methods of study he has a splendid opportunity of giving a short and helpful lesson in the art of learning." (Brother Leo, F. S. C., Professor of English Literature, St. Mary's College, Oakland, Cal.)

The beauty of a religious life is one of its greatest recommendations. What does it profess? Peace in mankind. It teaches us those arts which will contribute to our present comfort as well as your future happiness. Its greatest ornament is charity; it inculcates nothing but love, and sympathy, and affection; it breathes nothing but the purest spirit of delight, and, in short, is a system perfectly calculated to benefit the heart, improve the mind, and enlighten the understanding.

The Question Box.

Father McMillan tells us that the inception of "The Question Box" idea originated at the Catholic Summer School of Lake Champlain and that Father Elliott, C. S. P., realizing the usefulness of the practical device carried it into the missionary field.

Seven Sisters of Mercy recently celebrated the twenty-fifth anniversary of their profession in the Order of Mercy at Cresson, Pa.

MEXICAN ATROCITY.

The unjust, cruel and sacrilegious treatment accorded priests and sisters in Mexico has aroused the indignation of the people of the United States, regardless of creed or party.

Exiled nuns in their helpless condition especially appeal to the justice and generosity of our people and are being kindly received and cared for.

Bishop Richter has received a band of sixteen Carmelite Sisters, exiled from Mexico, into the diocese of Grand Rapids, and is considering a site to give them, upon which to erect a convent that they may establish themselves permanently there.

Through the generosity of Mr. John Agar, now of New York, the twenty-five Sister Servants of Mary, who were exiled from Mexico a year ago, have at last a home in New Orleans. The palatial old Agar homestead there has been turned over to their use and was blessed by Very Rev. G. L. Gassler, V. G.

Twenty-three Sisters of the Order of the Sacred Heart arrived in New Orleans recently, where they received most cordial welcome from the members of their Order at the Rosary Convent on St. Charles' avenue. The Sisters were expelled from Guanajuato, Mexico, on Christmas Eve, their convent having been confiscated last September.

After their expulsion from the convent the Sisters say they were treated most kindly by friends in Guanajuato. For reasons of prudence, they could not wear their holy habit, but had the happiness of hearing Mass and receiving Holy Communion every day in the private homes in which they were given shelter. Of the thirty in the Guanajuato convent, only twenty-three Sisters came to Louisiana. Seven went to Mexico City, where there is a convent of the Order, which is still pursuing its great mission of education unmolested. The convent in Mexico City has 200 boarders, and there is still another convent of the order in Monterey, which has not been interfered with.

GOVERNMENT INDIAN SCHOOLS.

That the conditions prevailing in Government Indian Schools, particularly in the Haskell Institute, Lawrence, Kansas, were well-nigh appalling, was disclosed last week in an interview by Rev. William Ketcham, director of the Bureau of Catholic Indian Missions.

"More than 5,000 Catholic Indian children are in attendance in Government Indian schools," said Father Ketcham. "Because of influences brought to bear upon them in the schools, numbers of these children fall away from the Catholic religion and many from any form of religion whatever."

HAVE YOU RECEIVED A SUBSCRIPTION BILL?

If so, and you have not yet remitted on same, kindly make it a point to do so as soon as possible. The new postoffice regulations impose an extra charge for periodicals going to subscribers in arrears, and you will save this expense by paying up as per bill rendered. We are pleased to say that most of our subscribers show their appreciation of our efforts to give Catholic teachers an interesting and helpful professional magazine of their own, by keeping their accounts paid in advance—many paying a number of years ahead. All this helps to make The Journal better, and encourages the editors to greater efforts in behalf of the teachers.

OUR CATHOLIC SCHOOL SYSTEM.

"The greatest religious fact in the United States today," says Bishop Spalding, "is the Catholic school system, maintained without any aid except from the people who love it. Stretching from coast to coast, from Canada to the Gulf of Mexico, flourishing in every town and city, the pride of every diocese and archdiocese, with a unity of purpose and a flexibility of management, owing to local conditions, it challenges the attention of thinking men within and without the Church. It represents \$100,000,000 in buildings, and \$15,000,000 annually in expenditures. It occupies the time and attention of some 30,000 teachers, and cares for over 1,000,000 children. It has grown with the growth of the Church herself, from humble beginnings to its present magnificent proportions."

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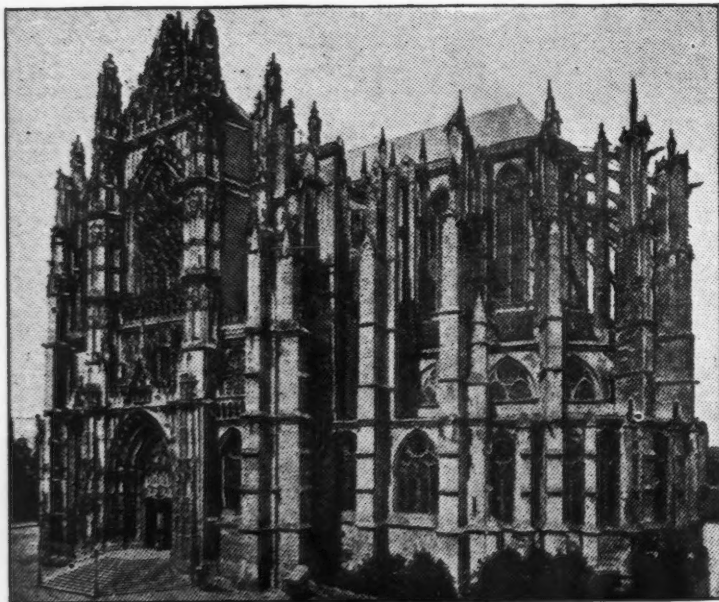
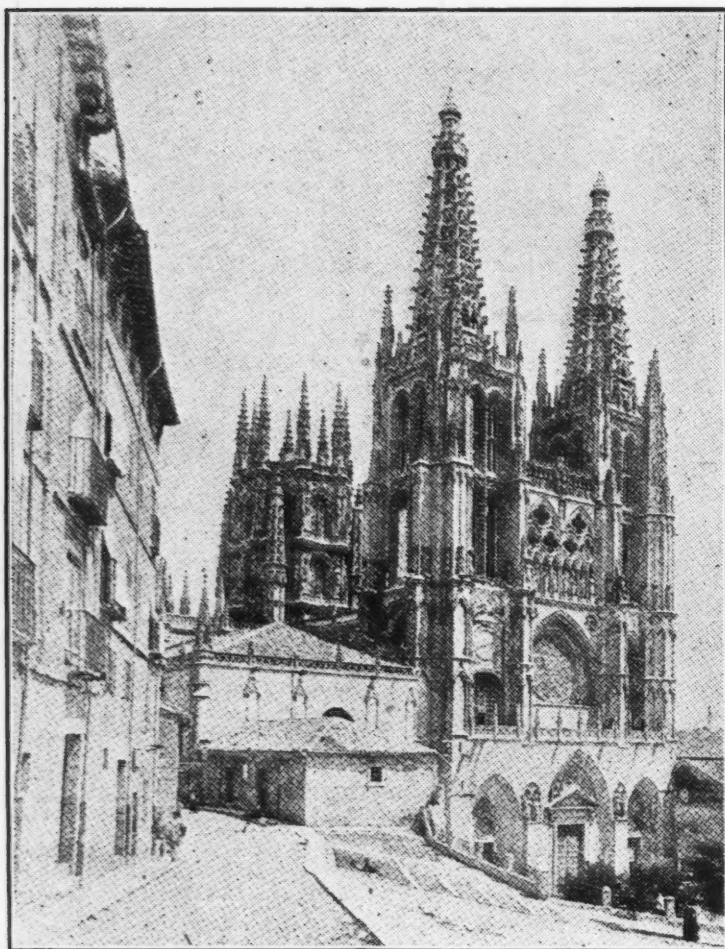
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Great Churches of the World.

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Cathedral of Burgos, Spain.

Much has been said and written about the Cathedral of Burgos, the most perfect Gothic structure in all Spain, dating from the fifteenth century. The external effect is considerably marred, as the building is shut in by wretched, squalid houses, nothing however, can spoil its two beautiful spires, shooting up three hundred feet into the clear air, with their delicate outlines, exquisite pinnacles, and lace-like carving standing out against the blue sky.

Within it is grand with its fourteen chapels, each the size of an ordinary church, each richer than the other in splendid bas-reliefs and the tombs of great prelates and kings.

The light throughout is dim and many-hued as it struggles through the magnificent rose windows. Before the high altar, King Edward the First of England kept his knightly vigil as did also St. Ferdinand, while over it hangs the banner taken by the Black Prince from Henry of Trastámara at the battle of Najara in 1367. The choir stalls are exquisitely carved in oak, now black with age.

Cathedral of Beauvais, France.

Beauvais is not a completed cathedral: it is an apse. Begun in 1227, the vast plans were never carried to completion, because the sheer height of the choir was so great that the vaulting has twice collapsed, and it was feared the nave could never be erected along the same lines. The work dragged along for 351 years.

The exterior height, from the ground to the ridge, is 223 feet, and the southern portal is larger than the entire front of many another cathedral. Beauvais represents the failure of a great style through the attempts of the architects to carry it beyond its possibilities; yet even so, this half-cathedral is one of the most notable architectural works in the world.

Publisher's Note—On completion of our series of "Great Churches of the World," which feature will continue for another year, it is probable that the same will be published in book form, retailing at about 50c. The publishers would be pleased to hear from all interested in securing this collection of pictures in book form at a nominal price, so that if a sufficient volume of orders are had, the publication of the book will be warranted.

A STORY FOR EASTER TIME

MR. EASTER RABBIT

Miss Susan J. Milliman

Once upon a time, in a far off country, there was a famine. The sun shone so hot that the grass all burned up.

No rain fell all summer long. All the little seeds dried up. They could not grow without rain.

The fields and meadows were a dull-brown. The leaves on the trees all turned brown and fell off. When fall came, there were no apples to pick. There were no potatoes to dig. The grain could not be cut for it was all dried up. So there was a famine.

The great barns were empty. The fathers and mothers were very sad, but the children were as happy as ever. They were even glad that it had not rained. Then they could play out of doors all day long. They did not have to stay in because it was raining, and the dust piles were so large and fine.

The fathers and mothers had to be very saving of the things that had been left over from the year before. By being very careful, they had food enough for the winter. When Christmas came there were not many presents, but the children did not miss them. In that land they do not have as many presents as we do.

They always had a fine time on Easter Sunday. They liked it even better than Christmas. On that day they had such a good time. There were always presents for the boys and girls. There were presents for the fathers and mothers, too.

It was almost Easter Sunday. The fathers and mothers were very sad. They could not buy presents for their children. They were too poor this year. All the money they had must buy food for the children. They wondered and wondered what they could do. One evening some of the mothers met. The children were all in bed, fast asleep. One mother said, "We can give them eggs. All the chickens are laying. But the children are so tired of eggs. They have them every day." So they decided that eggs would never do for an Easter present. They went home feeling very sad. They thought that Easter must come and go like any other day.

One mother was more sorry than any of the others. She had a dear little girl and a boy. They had been talking of the good time they were going to have at Easter time. After the mother had gone to bed she tried and tried to think of some way to make her children happy on Easter day. Suddenly she cried right out in the dark, "I know what I can do. I know of something to make the children happy at Easter time."

The first thing she did after breakfast was to run to the next house and tell of her bright plan. That mother told someone else, and before night all the mothers knew it. But not a single child.

There was still a week before Eastern Sunday. All the fathers and mothers look very happy. When the great day came everyone went to church. When church was over, they did not go home. They all took a walk. They went to the big woods just back of the church.

"We may find some flowers," they said. So on and on they went. The big folks went and the little folks went, too. Then there was a shout from all parts of the woods. "Father! Mother! Look here! See what I have found. Some beautiful eggs. Here is a red one. Here is a yellow one. And I've found a blue one. Here is a whole nest full of eggs. All the colors of the rainbow. Red, orange, yellow, green, blue and violet."

The children ran from all sides. They had their caps and aprons full of colored eggs. They had found them in the soft moss under the trees.

What kind of eggs could they be? They were too large for birds' eggs. They looked like hen's eggs. But who ever saw hen's eggs those colors!

Just then, from behind a big tree, out jumped a rabbit.

The children had just found a big nest full of eggs, right there. He was frightened when he saw the children. He ran off into the woods.

"It must have been the rabbit who laid the pretty eggs," said a little girl.

"I am sure it was the rabbit," said her mother.

"Hurrah for the rabbit! Hurrah for the Easter rabbit! Hurrah for Herr Oster Hare!" the children cried. They were all so happy. And the fathers and mothers were happy too.

So ever since then, Herr Oster Hare, the Easter rabbit, has brought the children beautiful colored eggs on Easter Sunday.

HEAR THE ROBINS SING

Lewis S. Mills

(Tune, "Just Before the Battle, Mother.")

Hear the robins sweetly sing
As they welcome in the spring.
Wond'rous joys their songs declaring
As they float out on the air.
They are songs of love and longing;
Songs that welcome back to earth;
Glad songs of sunshine, golden hours;
Gentle breezes, fields of flowers.

Chorus

Sweet the songs we hear to-day
Joyous is the roundelay
Gladly do the robins sing
As they welcome in the spring.

And our song is glad and light
As we greet you here so bright.
All our lives are full of sunshine;
All our hearts are free and light,
Every thought is kind and loving
While our deeds and words are true.
Gladly we sing a song of welcome,
Yes, with joy we welcome you.

Chorus

Sweet the songs we hear to-day
Joyous is the roundelay
Gladly do the robins sing
As they welcome in the spring.

Come and listen to the sound
As they go their merry round
Thru the orchard to the treetop
Where they nested once so free;
Thru the meadow, round the mill-wheel;
By the brook and o'er the hill,
Ever singing songs of summer cheer—
Songs of home and scenes so dear.

Chorus

Sweet the songs we hear to-day
Joyous is the roundelay
Gladly do the robins sing
As they welcome in the spring.

All our song has sweeter grown
As we listen to your own,
For our fears are like the snowdrifts,
Melting from the mountain sides,
Ripling, sparkling in the sunlight.
We have heard your sweetest song
Far thru the orchard and the meadow
And our hearts beat fresh and strong.

Chorus

Sweet the songs we hear to-day
Joyous is the roundelay
Gladly do the robins sing
As they welcome in the spring.

The Catholic School Journal

STUDIES OF NOTED PAINTINGS

G. W. J.

THE FIRST STEP

Among the many popular pictures painted by the great French artist, J. F. Millet, is the subject of this month's Picture Study, "The First Step." Here we have an interesting expression of the artist's sympathetic understanding of simple peasant domestic life and love. The object of chief interest in the picture is a little baby, and this has been the chief object of interest in every family group since time began. Here is a little child just old enough and with just strength enough to make an attempt to take its first step in learning to walk, with the supporting aid of its mother's arms. The desire to reach its father's outstretched arms impels it to make the venture, not realizing that if mother's arms should be removed it would take a tumble. The fond mother has brought the little one out where the father is at work to show him the progress baby has made in learning to walk. Day by day with mother's help it will repeat its efforts and in time it will take two steps, three steps and more, until it can walk quite well with mother's support. And then a day will come when it will take a few steps all alone. How proud the fond parents will be then.

The human side of life, of family life, expressed in this picture, appeals to everyone. The picture is a poem in itself, and the sentiment of it goes right home to the heart of childhood. Children immediately grow enthusiastic in the study of this picture. The objects in the picture are few and the lines are simple. The mother and child have just stepped thru the open gate into the garden or the plot of ground where the father is at work. It is plain to be seen that he has been digging in the earth, for a spade lies on the ground beside him. The loaded wheelbarrow is also at hand. What homely beauty there is in the old picket fence made of home-made pickets and overgrown with vines and shrubs. Tho we get just a little glimpse from this spot, out beyond, underneath the spreading boughs of the trees, yet the world is mostly shut out from view as the artist wishes only the human element in the picture to appeal to us. How it does awaken the tender impulses of our natures.

The picture furnished is a beautiful example of parental love and parental care. Both think so much of the little child and are so interested in its progress that they have turned away from the toil of the day, for a few moments, to give attention to the little one. The mother has left her household duties and the father has turned away from the spade and the wheelbarrow. How perfectly natural is the scene. Here peasant life in its simplicity is made beautiful and noble by the spirit and attitude expressed in parental devotion.

Question for Study

Why do you think the artist called this picture "The First Step"?

How many persons do you see in the picture and who are they?

What is the mother doing?

What is the father doing?

What is baby doing?

What tempts baby to try to walk?

What would happen if mother's supporting hands were removed?

Do you think this mother and father love their little child?

Do you think the child will grow up happily with such parents as these appear to be?

Is the scene of this picture indoors or outdoors?

Mention some of the things you have seen in the picture besides the persons.

What do you think the father has been doing with the spade?

Why have the mother and father both left their duties at this time?

How does this mother show that she is devoted to the child?

Is there any person or object which you think could be omitted from this picture without marring its beauty or interest?

Does this picture remind you of anything you have ever seen about your own home or any other home?

What would you think of this picture if there were no little child in it?

What do you think of an artist who paints such pictures as this?

What thoughts do you have as you look at this picture and study it?

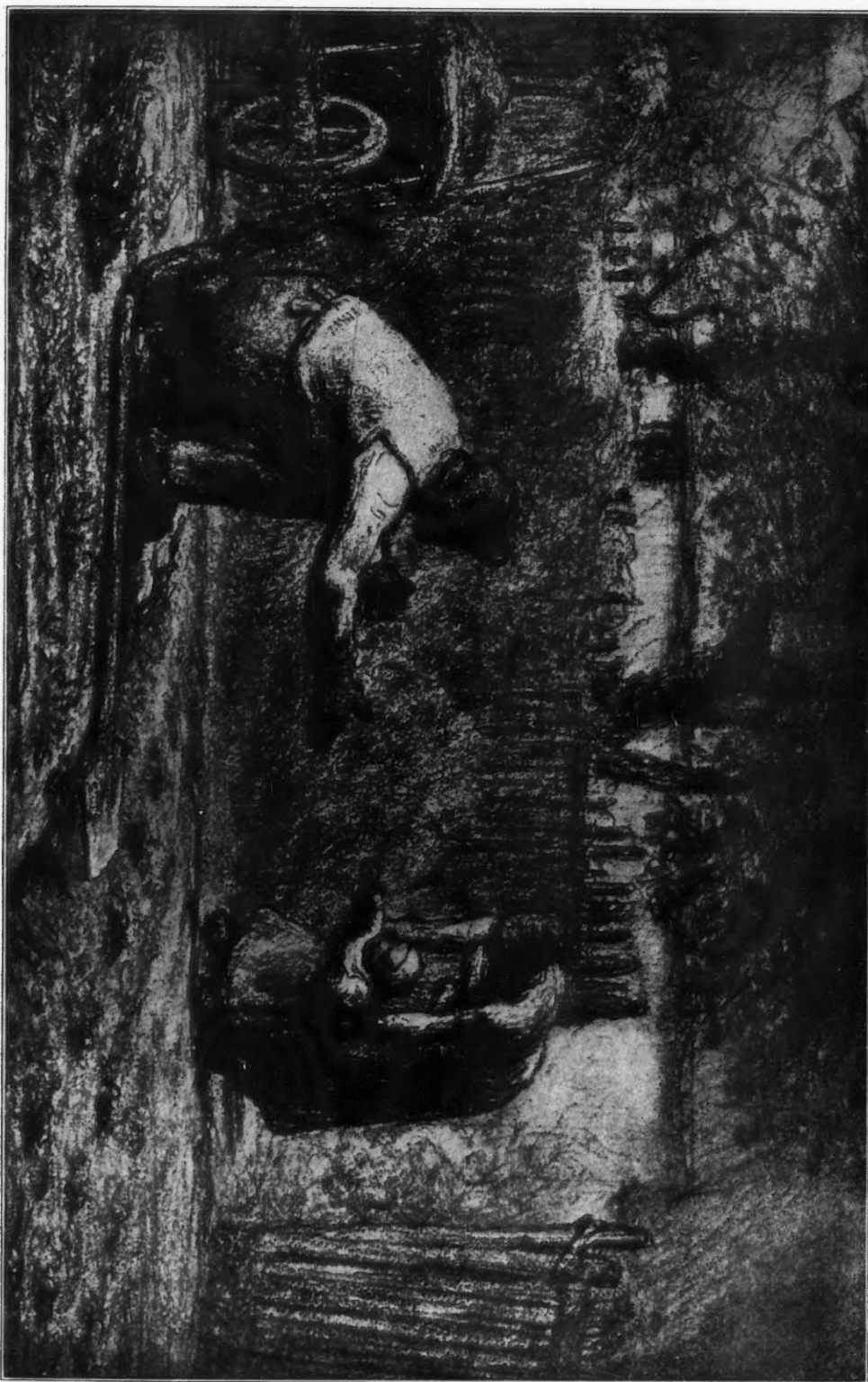
Tell or write a story of this picture.

The Artist

Jean Francois Millet, one of the greatest French painters of his time, was born at Greville, France, in 1814. His father was a poor peasant, and until 18 years of age Millet spent much of his time in hard labor upon their little farm, located in the Norman village of Gruchy, near Cherbourg. His grandmother and his uncle, a priest, gave him the rudiments of a general education. Very early he showed his talent for drawing and painting so unmistakably that his father determined to send him to an art school. Hence it happened that the year 1834 found the lad studying with the artist Langlois, at Cherbourg. Here his remarkable progress influenced the city council to give him a small pension that he might go to Paris to study.

In Paris he studied with the Artist Delaroche. In 1843 he left this artist's studio to paint pictures to earn his living. He suffered long with poverty and neglect. In 1848 he painted "The Winnowers," which brought him a hundred dollars and gave him courage to defy the world and follow the promptings of his own genius. His friend, Jacque, the artist, persuaded him the following year to go with him to the little village of Barbizien, in the forest of Fontainebleau. Here Millet was to remain the rest of his life. Here he produced "The Sower." His pictures were refused by the Paris Salons, where the public did not care for pictures of genuine peasants. To-day many of his pictures are worth more than their weight in gold.

In 1853 he exhibited at the Salon in Paris "The Reapers," followed soon by "A Shepherd" and the "The Sheep Shearer," and received his first medal in 1855. "A Peasant Grafting a Tree" appeared two years later, and "The Gleaners" in 1857. Pictures which followed were "November," "A Woman Churning Butter," "The Angelus," "The Man with the Hoe" and "Harvest of Beans." Appreciation came to him before his death, which occurred on January 20, 1875.



THE FIRST STEP

—J. F. Miller

DRAWING AND MANUAL ARTS

Margaret B. Spencer, State Normal, Kalamazoo, Mich.

People are realizing the economic value of birds. If the birds are leaving your community, can't you arouse some interest among your school children toward keeping them? A town in a farming district gave prizes to the children making the best bird houses, because they knew that they would attract the birds.

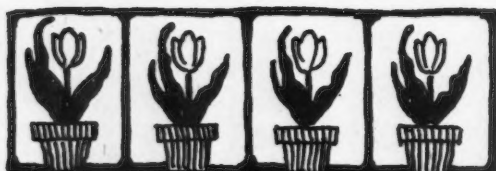
Here is an outline of some lessons a second grade teacher gave. First there was a general discussion regarding the value of birds to a community and ways of attracting birds, as bird baths, feeding cars, and bird houses. Then the kind of house suited to different birds was talked about, looking at some in the room. The teacher asked them if they would like to plan a bird house that they could build. Then what materials they would need to make their plans. They suggested paper, pencil, rulers and scissors, which they at once proceeded to use. Some of them took their own measurements from the bird houses in the room. One boy said, "I know how to plan the front, but I don't know how to fasten the sides on." The teacher asked for suggestions. One boy said, "Leave an extra piece for a flap so you can pin it together." Another boy didn't know how to write one-quarter inch. So someone else had to help him. It was a real workshop, each one working out his own problem, sometimes asking the advice of his neighbor. Wasn't that training for real life outside of school hours? Then with their patterns made they traced out their plans on this wood, cutting out the parts with fret saws. The results were crude, but with a little paint the children felt as tho they had accomplished something worth while.

A dainty Easter card is made by coloring a butterfly on

both sides, then cutting it out and pasting just the body to the card with the wings tilted up. The rabbit place-cards stand up. It is fun to make the rabbit "coming" and "going." A little variety in Easter cards may be made by turning over a flap which is a little more or less than half the length of the card, for good proportion's sake. In drawing chickens draw an egg first, then add the head and feet.

Some borders of paper cuttings, especially if you use colored papers, will help make your room look gay and springlike.

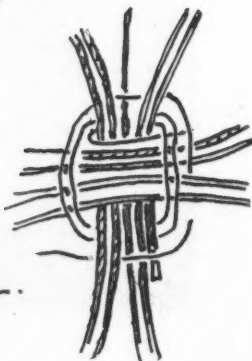
Before the leaves come out in the spring the long, slender shoots of willow are as pliable as the best reed for baskets. Test the different kinds by bending them. Some will snap more quickly than others. You may not find enough material for a class problem, but suggest it to some of the ingenious children and to the ones who love the woods. Tell them to choose eight pieces, eighteen inches long, and one nine inches long for spokes. Arrange these as in the diagram, with the horizontal group in front of the vertical group. Lay the end of the weaver on top of the horizontal group and let it encircle the vertical group, binding its own end to the spokes. Go around twice over and under each group of four or five. Then divide the spokes in groups of twos, except where there are five in one group, which is to be divided into three parts to make an uneven number of spokes. Continue this until the basket is two or three inches in diameter, then weave over and under each spoke. Shape up around a tumbler or jelly glass. Turn in the spokes at the top. If the willow becomes a little dry soak it.



CUT BORDERS
AND AN APPLI-
CATION

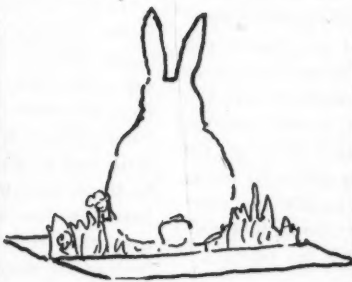


A FLOWER BASKET WOVEN
OVER A TUMBLER. NATURE
FURNISHES YOU THE MATERIAL.

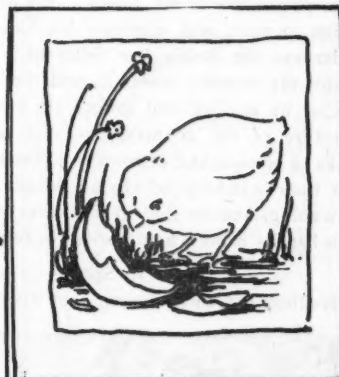




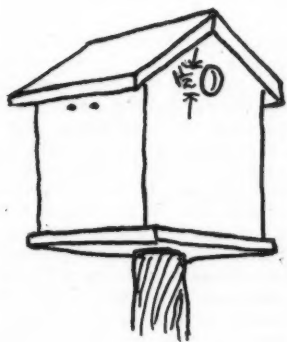
EASTER
GREETINGS



A PLACE CARD



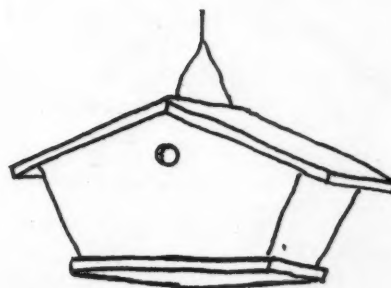
A JOYFUL
EASTER
TO MOTHER



A BLUEBIRD'S
HOUSE



ANOTHER WAY OF
FASTENING IT TO
A TREE OR WALL



A WREN LIKES
A HANGING HOUSE

The Catholic School Journal

APRIL BIRD STUDY

THE ROBIN

Gilbert Pearson in Audubon Educational Leaflet

No bird holds so prominent a place in the minds of the American people as the Robin. It is distinctively a companion of man, and wherever his hand has cleared the wilderness the Robin has followed. From Mexico to Yukon the traveler meets it, and the residents will tell him of its coming and going. It has passed into the literature of the country, and one reads of it in the books of science and of romance. Poets weave its image into their witchery of rhyme, lovers fondly spy upon its wooing, and by the fireside of every household children lip its name when stories are told in the twilight.

In Spring

Heedless indeed is the ear that does not harken when



Robin

the Robin sings Loud and clear it calls at dawn, and sweet are the childhood memories it brings of fresh green fields swept by gentle winds and apple blossoms filled with dew.

One spring, a pair built their nest on the limb of a balsam standing beside a much used walk near my home. In gathering the material for the nest, the greatest care was exercised to work at those hours when there was the least chance of being observed. Thus, the greater part was done in the early morning, when few people were astir. Perhaps one reason for this was that the blades of dead grass, twigs, and other nesting material, were then damp and pliable from the dew of the night, and were much more easily woven into position than after they had become dry and brittle. Only during the last

few days of construction did I detect the birds working in the afternoon. The mud for their nest was found by a little pool at the end of a leaky horse-trough.

On April 18 the nest appeared to be completed, for no more materials were brought. On the 22d the female began sitting. I could see her tail extending over one side of the nest, her bill pointing upward at a sharp angle from the other. She flew off the first day when the half-hundred boys who frequented the walk came along on their way to dinner. But she soon became accustomed to them, and would sit quietly, altho numerous heads passed within five or six feet. No one disturbed the nest with its four blue eggs, and on May 6 I saw her feeding the young. Four days after this event I noticed the heads of the younglings bobbing over the rim of the nest. They were gaining strength rapidly.

The morning of May 17 was cool, and a drizzling rain had been falling for some hours. This dreary morning happened to come on the day when the young Robins desired to leave the nest. Rain could neither dampen their desire nor check their plans. At 7 o'clock three of them were found sitting motionless, a foot or more from the nest, on the limb which held it. Each had gathered itself into as small a space as possible, and with head drawn close, seemed waiting for something to happen. But their eyes were bright as they looked out over the vast expanse of the lawn before them—that trackless region, to explore which they dared not yet trust their strength. The fourth one could not be found. The next two days two others disappeared, after spending some hours of joyous, happy life on the grass and in the shrubbery. I strongly suspected the academy cat knew where they had gone.

Knowing that the family would never return to the nest, I removed it from the limb, for I wanted to see how the wonderful structure was put together. In its building, a framework of slender balsam twigs had first been used. There were sixty-three of these, some of which were as much as a foot in length. Intertwined with them were twenty fragments of weed stalks and grass stems. The yellow clay cup, which came next inside, varied in thickness from a quarter of an inch at the rim to an inch at the bottom. Grass worked in with the clay while it was yet soft aided in holding it together, and now, last of all, came the smooth, dry carpet of fine grass. The whole structure measured eight inches across the top; inside it was three inches in width and one and a half deep. It was one of those wonderful objects which is made for a purpose, and it had served that purpose well.

In Winter

It is good to watch the Robins when a touch of autumn is in the air and the wanderlust is strong upon them. On rapidly beating wings they drive swiftly across the fields, or pause on the topmost spray of a roadside tree and look eagerly away to the southward. Their calls are sharp and inquisitive. Clearly, the unsuppressed excitement of starting on a long journey pervades their nature. In a little while they will be gone.

Later you may find them in their winter home, feeding on the black gum trees in a Carolina swamp, the berries of the China tree in Georgia, or the fruit of the cabbage palmetto in Florida. But their whole nature seems to have suffered change. No cheerful notes of song await you, no gathering food from the grass on the lawn, no drinking from the cup on the window-sill, none of the confiding intimacies so dear to their friends at the North. We see them in flocks, wild and suspicious. Often they

gather to feed on the great pine barrens far from the abode of man. They grow fat from much eating, and are hunted for the table. Recently I found strings of them in the markets of Raleigh, N. C., and was told they were worth 60 cents a dozen, the highest price I had ever been asked for them.

A Tennessee Robin Roost

Robins in winter sometimes congregate by thousands to roost at a favorite spot, and here the hunters often come to take them, in the manner which, Audubon tells us, people destroyed so many Wild Pigeons during the last century. Stories of their killing creep into the public press, and over their coffee men marvel at the slaughter of birds that goes on, sometimes in their immediate neighborhood. Here is an authentic account of the raiding of one such roost, given the writer by Dr. P. P. Claxton, United States Commissioner of Education. He was familiar with many of the details, and will vouch for the truthfulness of the facts here set forth. He says: "The roost to which I refer was situated in what is locally known as a 'cedar glade,' near Fosterville, Bedford county, Tenn. This is a great cedar country, and Robins used to come in immense numbers during the winter months, to feed on the berries. By the middle of a winter's afternoon, the birds would begin coming by our house in enormous flocks, which would follow one another like great waves moving on in the direction of the roost. They would continue to pass until night. We lived fifteen miles from the roost, and it was a matter of common observation that the birds came in this manner from all quarters.

"The spot which the roost occupied was not unlike numerous others that might have been selected. The trees grew to a height of from five to thirty feet, and for a mile square these were literally loaded at night with Robins. Hunting them while they roosted was a favorite sport. A man would climb a cedar tree with a torch, while his companions, with poles and clubs, disturbed the sleeping hundreds on the adjacent trees. Blinded by the light, the suddenly awakened birds flew to the torch-bearer, who, as he seized each one, would quickly pull off its head, and drop it into a sack suspended from his shoulder.

"The capture of three or four hundred birds was an ordinary night's work for any hunter. Men and boys would come in wagons from all the adjoining counties and camp near the roost for the purpose of killing Robins. Many times, one hundred or more hunters, with torches and clubs, would be at work in a single night.

For three years this tremendous slaughter continued in winter, and then the survivors deserted the roost."

These are almost the identical methods employed in killing untold numbers of Wild Pigeons, which to-day are probably extinct birds in America.

His Food

That protection should be extended to the Robin because of its economic value as a destroyer of injurious insects many observers unite in stating, despite the objection sometimes raised regarding its fondness for small fruits. The United States Department of Agriculture, which looks so carefully into various subjects of vital importance to our country, sent Mr. W. L. McAtee, an expert naturalist, to Louisiana one winter, and he made many observations on the feeding habits of these birds. Under date of February 20, 1910, he reported:

"I collected twelve Robins near here yesterday, and got the following results from an examination of their gizzards: Eight had eaten nothing but insects, the other four had taken, respectively 95, 80, 65 and 0 per cent of insects and other invertebrates. The insects eaten included grasshoppers, bugs, beetles, weevils, bill bugs and carabids, wire worms and others, caterpillars, including cut worms. Another day I collected three other Robins which had eaten insects, including larvæ of crane flies, which are sometime known as leather-jackets. The larvæ feed on the roots of grasses, including grain crops and other plants, and are sometimes quite injurious. Each of the three birds had eaten one or more specimens of a leaf beetle, a plant feeder, and injurious. On a basis of the eighteen stomach I have examined this month, I consider the Robin to be essentially an insectivorous bird in Louisiana in February. I notice that great numbers of the Robins feed in open, grassy fields, where their diet must consist largely of animal matter, as the birds do not eat weed seeds."

Classification and Distribution

The Robin belongs to the Thrush family. It ranges thruout North America from the southern end of the Mexican tableland northward to the limit of trees in Labrador and Alaska. In this great area it is represented by three geographical races: the Eastern Robin, the male of which is shown in the accompanying plate; the Western Robin, which is like the Eastern bird, but has little or no white in the tail and no black markings on the back; and the Southern Robin, which, in the mountains, breeds as far south as northern Georgia, and is smaller and paler than the Northern bird.

A THOUGHT A WEEK CALENDAR—APRIL

Mary Eleanor Kramer

First Week—

LEARNING

At Learning's fountain it is sweet to drink,
But 'tis a nobler privilege to think;
And oft, from books apart, the thirsting mind
May make the nectar which it cannot find.
'Tis well to borrow from the good and great;
'Tis wise to learn; 'tis God-like to create.
—J. G. Saxe.

Second Week—

OUR ACTS

As in a building
Stone rests on stone, and wanting the foundation
All would be wanting, so in human life
Each action rests on the foregoing event,
That made it possible, but is forgotten
And buried in the earth.—H. W. Longfellow.

Third Week—

CONTENT

My crown is in my heart, not on my head;
Nor decked with diamonds and Indian stones,

Nor to be seen; my crown is called content;
A crown it is, that seldom kings enjoy.

—Shakespeare.

Fourth Week—

SUPPOSE

How dreary would the meadows be
In the pleasant summer light,
Suppose there wasn't a bird to sing,
And suppose the grass was white!
And dreary would the garden be,
With all its flowery trees,
Suppose there were no butterflies,
And suppose there were no bees.—Anon.

Fifth Week—

SOUL WINDOWS

Let there be many windows in your soul,
That all the glory of the universe
May beautify it. Not the narrow pane
Of one poor creed can catch the radiant rays
That shine from countless sources.—Anon.

The Catholic School Journal

CURRENT EVENTS

TROUBLE WITH MEXICO

The expected has finally come to pass. The United States has been forced to intervene with its army in Mexican affairs. On the evening of March 9 Francisco Villa, with a band of 400 or 500 Mexicans, crossed the international boundary line and gained access to the town of Columbus, New Mexico. A small cavalry squad of American soldiers and a small camp of infantry were stationed at Columbus, but these soldiers were taken by surprise and they were vastly outnumbered by the Mexicans, who made a raid thru the town, pillaging and burning buildings. The leading hotel was burned and most of the more important buildings of the town. As the United States soldiers, including the cavalry and infantry squads, attacked the Mexicans they made flight toward Mexican soil. The cavalry gave chase for several miles into Mexico and it is reported that they killed something more than 100 Mexicans before they turned back.

This bold invasion of American territory aroused public opinion and the government at Washington, and plans were quickly formulated for sending an expedition into Mexico to capture General Villa, dead or alive. The unprepared military conditions, however, made it necessary to lose a week's time in getting a small force ready to march. It is said that only about 20,000 regular soldiers are available in this country for use in Mexico. The first expedition which crossed into that country, March 12, under the direction of General J. J. Pershing, was about 5,000. It is expected that this will be followed by another expedition in a few days of about the same number. General Funston is in general charge of the army arrangements, but General Pershing is in immediate charge of the details of the expedition in Mexico.

On March 14 Congress adopted a resolution authorizing the President to raise the United States army to full war strength, which may add about 20,000 recruits to the present force. It will be some time, however, before these recruits can be trained ready for service. General Funston is reported as having called for 50,000 troops for patrol duty along the international boundary between the United States and Texas on account of the removal of the regular soldiers for the Mexican expedition.

Our government has assured Carranza, who is the recognized head of the de facto government of Mexico, that this movement is not an invasion of Mexico, but only a punitive expedition. The sole purpose of it is to capture Villa. When that is done the force will retire from Mexican soil.

OUR DIPLOMATIC CONTROVERSY WITH GERMANY

Ever since the destruction of the British liner, *Lusitania*, May 7, 1915, by the German submarine, causing the loss of about 1,200 lives, including over 100 Americans, there has been an international controversy going on between our government and the German government in regard to the rights of citizens of a neutral country to travel unmolested on the high seas, whether the passage is taken in vessels of neutral nations or merchant vessels of belligerent nations. President Wilson has declared that this country would hold Germany to strict accountability for her action in torpedoing merchant vessels in case it resulted in the loss of American lives. Finally, Germany was induced to frankly admit that her mode of under-water warfare, as illustrated in the *Lusitania* case, was contrary to her policy and agree not to do so any more. She would not admit, however, that the act was "illegal." The purport of Germany's agreement in the *Lusitania* case thus far has been that passenger-carrying ships would not be destroyed without warning and an opportunity given to save the passengers. The *Lusitania* matter will not be considered by our government as settled until Germany gives assurance that international law will be respected with reference to all merchantmen. Late in January the Teuton allies served

warning to the world that beginning with March 1 they would launch an uncompromising submarine campaign on all ships that are armed, whether they were warships or merchant vessels. They contended that there is no excuse for a peaceable merchant vessel to carry guns, and if they do carry them it is proof that they intend to use them offensively, and that this puts them in the class of warships, which can be attacked under any and all circumstances, and that they may be sunk wherever caught without warning and without recompense for loss of life or property.

The long recognized rule of international law is that a merchant vessel had a right to mount one or two guns for defense purposes. The modern 3-inch, 4-inch and 6-inch guns which are placed on merchant vessels now are capable of being used very effectively for offensive as well as defensive purposes, and they are able to sink a submarine very easily if they can sight her. In view of President Wilson not being able to induce Germany to change her declared intentions regarding submarine attacks on merchant vessels, resolutions were introduced in the United States Senate and House of Representatives instructing the President to warn all Americans to keep off of armed merchant vessels of belligerent nations. These resolutions were absolutely contrary to the spirit of President Wilson's contention with the German government. In a letter to Chairman Stone of the Foreign Affairs Committee, President Wilson said: "No nation, no group of nations, has the right while war is in progress to alter or disregard principles which all nations have agreed upon in mitigation of the horrors and sufferings of war; and if the clear rights of American citizens should be abridged or denied, we should, it seems to me, have in honor no choice as to what our own course should be."

"For my own part, I cannot consent to any abridgment of the rights of American citizens in this respect. The honor and the self-respect of the nation are involved. We covet peace and shall preserve it at any cost but the loss of honor. To forbid our people to exercise their rights for fear we might be called upon to vindicate them would be a deep humiliation, indeed. It would be an acquiescence in the violation of the rights of mankind everywhere and of whatever nation or allegiance."

President Wilson's position has been sustained in the United States Congress by voting down the resolutions referred to in both the Senate and the House by large majorities. This leaves the President free to enforce the right of Americans to travel in safety on the merchant vessels of belligerent nations in accordance with existing international law, even though such vessels may be armed for defensive purposes.

THE GERMAN DRIVE AGAINST VERDUN FORTRESS

The center of interest in the European war since February 21 has been in the German drive at the great French fortress at Verdun on the upper Meuse, about 125 miles east of Paris. The German forces under the Crown Prince William have now been violently assaulting the French fortifications about Verdun for more than three weeks at this writing, March 15. According to all reports the great battle going on there between the French and German forces is the fiercest and largest movement made since the war began in numbers of men engaged, in amount of ammunition expended and in carnage on both sides. It appears to be by far the greatest battle of the war up to the present date. Verdun is not a city itself, nor even forts in the old sense. It is a great network of far extending and largely concealed fortified positions, which make this particular part of the battle line very strong. In this particular part of the battle line there are grouped some twenty forts. Three or four of the outer ones have been taken by the Ger-

(Continued on page 26)

LESSON PLAN IN PRIMARY READING

GRADE III

It is at this point in most schools that the definiteness of the first two grades in reading gives place to the indefiniteness that characterizes the reading of the grammar grades. This indefiniteness is in matters of purpose, method and quantity. While teachers must wait for the working out of scientifically established standards in this and the following grades—and it will be some years before such standards can be worked out—yet they may put more definiteness into the reading lessons than is now generally found in them.

Vocabulary

The third grade teacher should realize that by the end of this year pupils of ordinary ability should be able to read nearly everything within the range of their individual experiences. This would mean that they should have a reading vocabulary of about one thousand words and an ability to read intelligently much that contains scattered words outside of their reading vocabulary; i. e., they should be able to read silently and give the "gist" of reading matter within the range of their experience even tho the meaning of some of the words must be inferred.

Phonics

By this time all the work in phonics needed as a help in reading should have been covered. This year pupils should become skilful in applying their knowledge. To become thus skilful, constant, purposeful drill on previous work should be continued.

When a new word is met with give the meaning first, then teach the word as a whole, without phonetic analysis. Let pupils see the word in syllables and apply their knowledge of phonics as it may be found helpful.

Quality in Reading

Careful training should be given so that pupils may habitually read groups of words rather than one word at a time. This habit does not form itself; not only must it be taught, but drill, i. e., training, must be given to establish the habit, which is fundamental to good reading.

There should be little, if any, reading of isolated sentences. In order to train in the habit of looking for the thought, of weighing and judging the relative values of thoughts in a selection, the general procedure should be: (1) to read the entire selection, (2) to read its parts, i. e., groups of paragraphs, or single paragraphs; (3) if there is a reason for it, to read groups of sentences or single sentences.

The following "type lesson" is taken from Public School Methods:

Each teacher will have her own plans, and her own way of leading pupils to interpret and enjoy literary selections. The chief purpose of this lesson is to show what facts must be established before the children can understand the author's meaning, and this must be clearly perceived by the teacher before the lesson is given. A study of the poem which is used as the basis of this illustrative lesson shows that the author's purpose was to express the longing of the child for things he has not seen, and his effort to satisfy this longing.

Foreign Lands

Up into the cherry tree,
Who should climb but little me?
I held the trunk with both my hands
And looked abroad on foreign lands.

I saw the next-door garden lie,
Adorned with flowers before my eye,
And many pleasant places more
That I had never seen before.

I saw the dimpling river pass
And be the sky's blue looking-glass;
The dusty roads go up and down
With people tramping into town.

If I could find a higher tree,

Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships;

To where the roads on either hand
Lead onward into fairy land,
Where all the children dine at five,
And all the playthings come alive.

—Robert Louis Stevenson.

Teacher—Our lesson today is about foreign lands. That expression is a little hard for me to understand. Who can explain it to me? Can you, John?

John—I think it means far-away lands or places we have not seen.

Teacher—Good. Who can name a foreign land? Kate.

Kate—Italy.

Teacher—That's right; another, Mary.

Mary—Germany.

Teacher—Right. If we were to visit a foreign country, what do you think we should see, Howard?

Howard—We should see the ocean and big cities, and the people would be strange. Maybe we should see high mountains.

Teacher—Good. Now let us look at our lesson. Read the first stanza to yourselves. Who was it in our story who saw foreign lands, Rob?

Rob—It was a boy.

Teacher—How did he see these lands, Helen?

Helen—He climbed a tree.

Teacher—Good. That was an easy way to take a journey, wasn't it? Now read the stanza for us, Edna. (Edna reads.)

Teacher—That was well read. Read the second stanza silently and tell me what the little boy saw. The first word of the second line is hard. Does anyone know it? It is "adorned" (teacher pronounces it). Pronounce it, class. Give it again, Rob. Again, Helen. Once more, class. It means made beautiful. What was adorned?

Class—The next-door garden.

Teacher—Right. What adorned the garden, Kate?

Kate—Flowers.

Teacher—Now tell me what the boy saw, John.

John—He saw the flowers in the garden next door.

Teacher—Why do you think he had not seen that garden before, class?

Henry—Maybe there was a high fence around it.

Tom—Maybe there were tall trees in front of it.

Teacher—What do you think, Mary?

Mary—There might have been a little hill in front of the garden.

Teacher—Yes, that may have been true... Read this stanza for us, John. (John reads.)

Teacher—I should like to hear you read it, too, Kate. (Kate reads.)

Teacher—Look at the next stanza, class. What is this word, d-i-m-p-l-i-n-g, Edna? (Edna pronounces the word.)

Teacher—Right. What is a dimple, Howard?

Howard—It is a little hollow in a baby's cheek when it laughs.

Teacher—That is good. What could make a river have dimples, Helen?

Helen—The wind might blow it.

Teacher—Surely. What do we say of the river when the wind blows it?

Helen—We say it has little waves.

Teacher—Right. Now shut your eyes and see whether you can see the river covered with little waves. What color are the waves you see, Howard?

Howard—Some of them are white and shiny, some are blue and some are dark.

Teacher—That is a pretty river you see. Let us call it the dimpling river. What is it, class?

Class—The dimpling river.

Teacher—Open your eyes now, and tell me what the boy saw in the river.

Edna—I think he saw the blue clouds.

Teacher—Why, Edna?

Edna—Because it says the river was the sky's blue looking-glass.

Teacher—That's a good thought. Have you ever seen blue and white clouds pictured in the water? Are they pretty? Yes, they are beautiful. What else did the child see, Rob?

Rob—He saw the dusty roads with the people walking up and down them.

Teacher—Read this stanza, Mary.

(Mary reads.)

Teacher—Read it again for us, Helen, and try to make us see that blue looking-glass.

(Helen reads.)

Teacher—That was well read. I shall remember that pretty river. Shall you, class? Read the next stanza to yourselves. What did the child wish he could do, Rob?

Rob—Find a higher tree.

Teacher—Why?

Rob—He wished to see farther.

Teacher—What did he think he could see if he were in a higher tree, Helen?

Helen—The river slip into the sea.

Teacher—What is a grown-up river, class?

Class—It's a big one.

Teacher—Good. What helps a river to grow up, Edna?

Edna—Little rivers run into it and make it bigger.

Teacher—That is a good answer. What kind of ships should we see on the ocean, Howard?

Howard—Big ones.

Teacher—That is right. What is it the grown-up river does, Rob?

Rob—Slips into the sea among the ships.

Teacher—Tell me that together, class. (Class repeats.) Tell it again, Kate. (Kate answers.) Now read the whole stanza, Rob.

(Rob reads.)

Teacher—Read it once more, John.

(John reads.)

Teacher—Should you like to see the river slipping into the sea among the ships? If you could do that, what should you like to do next, Rob?

Rob—Get into a boat and sail away.

Teacher—What fun that would be! Let us see how far this little boy would like to see. Who is ready to read the last stanza? Tell me, first, what the last line means, John.

John—It means that our rocking-horses, our tin soldiers and engines would all be real ones and not make-believe ones.

Teacher—Read the stanza, Howard.

(Howard reads.)

Teacher—Now let us look at the picture a moment. Why did this little boy climb the tree, Mary?

Mary—He wished to see something new and pretty.

Teacher—Mary thinks well. Why did he climb the cherry tree, Rob?

Rob—Because it was the highest one he could find?

Teacher—What do you think was the prettiest thing he saw while in the tree, Helen?

Helen—The flowers in the next-door garden.

Teacher—They must have been pretty. What do you think, Edna?

Edna—I think the dimpling river and the sky.

Teacher—Yes, they were pretty. What do you think the boy liked best, John?

John—The sea and the ships.

Teacher—John, did he really see those things? Look at the fourth stanza.

John—No, he just wished to see them.

Teacher—Now let us read the whole poem, just to help us remember the beautiful things the child saw. Read the first two stanzas, Kate; the third one, Howard; the last two, Edna. Read the whole poem, Helen.—Bulletin of State Department of Education, N. J.

CURRENT EVENTS

(Continued from page 24)

mans. Some of the places have been taken and retaken several times by each side in the conflict. The German plan of attack is first to turn its numerous big guns upon the fortifications for twenty-four or forty-eight hours, sending forth walls of flame and shell day and night, clearing the way for a rush of the infantry. In each assault Frenchman meets Teuton in a hand to hand death grapple. In this same way one assault has followed another for more than three weeks. The loss of life on both sides is appalling. Scores of trainloads of wounded move from the front to the base hospitals far in the rear, and it is said that great heaps of dead are left on the battlefield between the two armies.

Up to date the Germans have gained some territory in front of Verdun, consisting chiefly of the level plain lying at the base of the hills which are the location of the numerous French fortifications. The world looks breathlessly on this unprecedented conflict of two great armies. It is not known whether the Crown Prince's army will batter itself to pieces against the strongly fortified position of the French army at Verdun, or whether it will finally break thru the French lines or push them back and win a telling victory.

A student and critic of the war writes that even if the position at Verdun should be occupied by the Germans it should be remembered that the essential thing for either army in this war, if a decisive result is to be obtained in the large field of action, is not to drive back the enemy line for two or three or five miles, but to smash thru those lines and thus turn the enemy's flank, divide his force and then attempt the secondary task of beating them in detail. It is the writer's view that armies themselves must be destroyed or broken up in order to secure by either combatant a conclusive victory in either one of the great battle areas in the war.

TEACHERS' SELF-EXAMINATION

Is my schoolroom clean, neat, attractive, and comfortable?

Do I make all the preparation every day, guided by the manual, necessary to "teach school" and not "keep school"?

Do I see that my pupils have definite work to do at all times?

Are the children enjoying their play time or simply lounging around?

Am I making every possible effort to improve conditions about the school?

Do I make use of every opportunity to correlate the home and the school?

Am I teaching my pupils good habits of conduct at school, home, and public places?

Do I cultivate in the pupils an appreciation for the beautiful in art, literature, etc.?

Are the opening exercises instructive and interesting?

Do I try my best to carry out the suggestions given by the county superintendent and supervising teacher when visiting my school and in the bulletin?

Have I an interesting exhibit on a bulletin board or elsewhere of work done by the pupils?

Is my program posted and followed every day?

Do I encourage parents to visit school and develop an interest in education?

Is my register properly kept and am I doing my part to enforce the compulsory attendance law?

Do I remember that definite aims bring definite results and that special efforts are appreciated?

Do I encourage children to wash their hands before eating and remain seated while eating their lunches?

Are the children's desks neat?

Is my library in perfect condition and is every possible use made of it?

Do I permit interruptions while conducting recitations? Am I a leader of children?

Am I a progressive teacher?—Brown Co., Wis., School Bulletin.

The Catholic School Journal

SCHOOL ENTERTAINMENT

27

A SONG OF THE TREES

By Willis N. Bugbee

Characters: Arbor Queen; Spirits of the Trees—Oak, Maple, Elm, Pine, Palmetto, Olive, Orange; Children; Lovers; Aged Couple; Woodmen.

Costumes: Arbor Queen wears a gown of gauzy white, trimmed with leaves and flowers, and a wreath upon head. Spirits of Trees wear white or other colors suggestive of the trees represented, with appropriate decorations. Woodmen may wear frocks, overalls, etc. Children and others wear ordinary costumes suited to the age represented.

SCENE

(A village green, or any out of door scene in spring.)

(Enter Arbor Queen.)

Arbor Queen—

I am the joyful Arbor Queen,
The Queen of the Arbor Day;
I bring the foliage rich and rare,
And the flowers so fresh and gay.

And now upon this gladsome morn,
I'll do my best to please,
By calling forth my woodland folk—
The Spirits of the trees.

(Blows horn at side of stage.)

From northern forests deep, they come,
From the sunny southern clime,
From woodlands by the eastern seas,
And from western hills sublime.

(Points to left.)

Oh, see! they come, the fairy folk!
From mountain crest and dell,
Each with a message of the spring,
Sweet greetings now to tell.

(Enter Spirit of the Trees.)

Oak—

I am the oak, the grand old oak,
For a century I have stood;
From a tiny acorn I have grown
To be monarch of the wood.

Maple—

I am the Maple with spreading boughs;
Folks love me for my shade,
And hosts of children in years gone by
Beneath my boughs have played.

Elm—

I am the noble and graceful elm,
My branches wide I spread
Like a mighty parasol of green
Above your dainty head.

Pine—

I am the Pine so straight and tall,
In the breeze I softly sigh;
The product of all the trees am I
As I lift my head to the sky.

Palmetto—

The famed Palmetto tree am I,
From the south that blooms so gay,
And maidens sit beneath my boughs
And pickaninnies play.

Olive—

I am the peaceful Olive tree
From the valleys of the West;
By the fruit and the oil I freely give
The people know me best.

Orange—

I am the Orange tree that blooms
So fair and fresh and sweet;
I offer my golden fruit to you
As a most delicious treat.

(All join in singing "A Song of the Trees," to tune of "Auld Lang Syne.")

Oh, sing a song of mighty woods,
Oh, sing a song of the trees;
We'll sing of leaves so fresh and green
That flutter in the breeze;
We'll sing of trees on mountain tops,
Of those by raging seas;
Oh, sing a song of mighty woods,
Oh, sing a song of the trees.

All—

Now here are the children, full of fun,
A lover and his maid,
And some old, old people coming, too,
To sit beneath our shade.

Arbor Queen—

Then hie away, my fairy folk,
With the swiftness of the breeze,
For mortal eyes shall not behold
The Spirits of the Trees.

(Enter children, R. Fairies vanish at L. or rear.)

First Child—

Oh, here is the place for us to play,
Right under this big old tree;
We'll play "I Spy" or "Mulberry Bush,"
Whichever it may be.

(One or two call "I spy"; others call "Mulberry Bush." All form in circle playing "Here We Go Round the Mulberry Bush." Enter Lovers, R. They sing stanza of some love song as they take seats on bench beneath the tree.)

(Enter aged couple, R., arm in arm. They sing stanza of some old-time song, such as "When You and I Were Young" or "Darby and Joan." They sit on bench at opposite side from lovers, while children continue to play at center.)

(Enter Woodmen, R., with axes.)

First Man—

Ah, here it is! Let's haste to work,
We've a mighty task, 'tis true.
There's timber enough in that old tree
To build a house or two.

(They remove coats and prepare to chop tree.)

Children—Don't let them do it, Grandpa!

Just see the men with axes sharp!
Don't let them cut the tree,
For then we'd have no splendid shade
And sorry we should be.

Grandpa (reciting to woodmen)—

"Woodman, spare that tree!
Touch not a single bough;
In youth it sheltered me,
And I'll protect it now;
'Twas my forefather's hand
That placed it near his cot,
There, Woodman, let it stand,
Thy axe shall harm it not!"

(Remaining stanzas may be recited, if desired.)

Second Man (to companion)—

Come, Jerry, we must give it up,
We'll heed what he has said;
I haven't the heart to cut it down,
We'll use concrete instead.

Grandpa (laying hand upon Woodman's shoulder)—

Well done, my man; I thank you, Sir,
It does my old heart good;
I have no doubt the trees themselves
Would thank you if they could.

(All group themselves as follows for the closing stanza of song: Aged Couple, R.; Lovers, L.; Woodmen, center; Children at front. Spirits of Trees may appear in background if desired.)

Here's to the fair palmetto tree,
Here's to the northern pine,
Here's to the monarch of the woods,
And here's to the orange fine—

Oh, here's to the trees on the mountain top,
And those by the raging sea;
We'll sing a song of mighty woods,
We'll sing a song of the trees.

Curtain.

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RECITATIONS FOR EASTER PROGRAM

EASTER DAY

Snowdrops, waking from your sleep,
Violets, that from blue hoods peep,
Bloodroot, blooming by the rill,
Stately lily, daffodil—
What sweet message do you bring?
Is it only "This is spring?"
Snowdrops, violets, lilies white,
In the answer all unite:
"Through the mold we heard a voice
Calling to the earth 'Rejoice!'
So we left the ground to rise,
Offring incense to the skies."

Little birds the chorus swell,
Humming bees the tidings tell,
Butterflies lift shining wings,
Ev'ry child with gladness sings;
With the flow'rs rejoicing, say:
"Christ is ris'n on Easter Day!"

—From "Songs in Season," A Flanagan Co., Publishers.

THE LILY

While the lily dwells in earth,
Walled about with crumbling mould,
She the secret of her birth
Guesses not, nor has been told.
Hides the brown bulb in the ground
Knowing not she is a flower;
Knowing not she shall be crowned
As a queen, with white-robed power.
Lo, the unfolding mystery!
We shall bloom, some wondrous hour,
As the lily blooms, when she
Dies a bulb to live a flower.

—Lucy Larcom.

RING, HAPPY BELLS

Ring, happy bells of Easter time!
The world is glad to hear your chime.
Across wide fields of melting snow,
The winds of summer softly blow,
And birds and streams repeat the chime
Of Easter time.

Ring, happy bells of Easter time!
The world takes up your chant sublime:
"The Lord has risen!" The night of fear
Has passed away and heaven draws near;
We breathe the air of that blest clime
At Easter time.

Ring, happy bells of Easter time!
Our happy hearts give back your chime!
The Lord is risen! We die no more!
He opens wide the heavenly door;
He meets us while to Him we climb,
At Easter time.

—Lucy Larcom.

NATURE'S GREETING

The birdies came up from the Southland
And found that the winter was gone,
And they said, "We must see about singing,
For Easter is coming on."
The flowers awoke in the forest
And they found that the skies were clear,
And they said, "We must see about blooming
For Easter will soon be here."
The leaves all came out on the elm tree
And danced with the breezes in glee,
And they said, "We must see about growing,
Easter is coming, you see."

The birdies called down to the flowers,
"O say, will our singing now do?"
And the flowers all smiled back in answer,
And nodded it was so true.
And the leaves cried out to the birdies,
"O say, do you think we grow?"
And they all, looking down from the branches,
Cried, "Indeed you do, we know."
Then the flowers looked up from the mosses:
"O how is our blooming, we pray?"
And the birds and the leaves, they all answered,
"'Tis lovely, lovely," cried they!
And so on the bright Easter morning,
When the world was waking to rise,
In the song, "He is risen, is risen,"
Their chorus rang to the skies.

—Selected.

NATURE'S EASTER MUSIC

The flowers from the earth have arisen;
They are singing their Easter song.
Up the valleys and over the hill-sides
They come, an unnumbered throng.
Oh, listen! The wild flowers are singing
Their beautiful songs without words!
They are pouring the soul of their music
Through the voices of happy birds.
Every flower to a bird has confided
The joy of its blossoming birth—
The wonder of its resurrection
From its grave in the frozen earth.
For you chirp the wren and the sparrow,
Little Eyebright, Anemone pale!
Gay Columbine, orioles are chanting
Your trumpet-note loud on the gale.
The buttercup's thanks for the sunshine
The goldfinch's twitter reveals;
And the violet trills, through the bluebird,
Of the heaven that within her she feels.
The song-sparrow's exquisite warble
Is born in the heart of the rose—
Of the wild-rose, shut in its calyx,
Afraid of belated snows.
And the melody of the wood-thrush
Floats up from the nameless and shy
White blossoms that stay in the cloister
Of pine forests, dim and high.
The dust of the road-side is vocal;
There is music from every clod,
Bird and breeze are wild-flowers' angels,
Their messages bearing to God.
"We arise and we praise him together!"
With a flutter of petal and wings,
The anthem of spirits immortal
Rings back from created things.
And nothing is left wholly speechless;
For the dumbest life that we know
May utter itself through another
And double its gladness so!
The trees have the winds to sing for them;
The rock and the hill have the streams;
And the mountain the thunderous torrents
That waken old Earth from her dreams.
She wakes to the Easter music;
Her bosom with praise overflows;
The forest breaks forth into singing,
For the desert has bloomed as the rose.
And whether in trances of silence
We think of our Lord arisen,
Or whether we carol with angels
At the open door of his prison,
He will give us an equal welcome,
Whatever the tribute we bring;
For to him who can read the heart's music
To blossom with love is to sing—Lucy Larcom

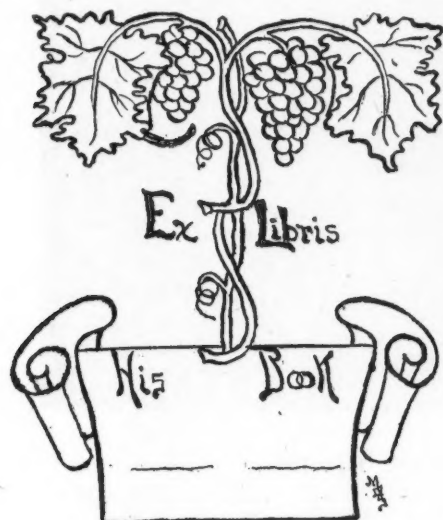
BOOK-PLATE DESIGNS

Marie A. Shepherd

Have you ever had your children try making book-plates? If you have you know their keen enjoyment in this bit of personal designing, and if you have never had the work try it sometime.

Just a word as to the origin and utility of book-plates.

The use of book-plates as labels of ownership to be placed on the inside covers of books, dates back to

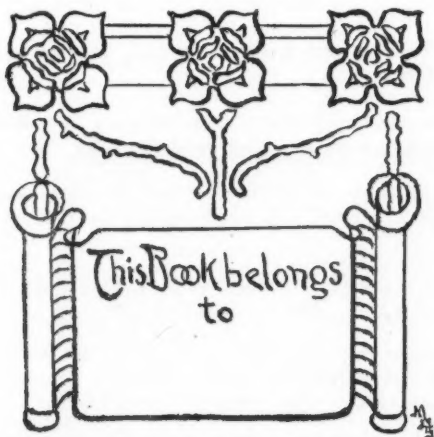


antiquity almost. Germany seems to have been the birthplace of this form, and from there are many examples of rare etchings and engravings on large sized plates, probably meant for folio use. From France, Italy and England also come rare examples of plates of great beauty, showing skill of workmanship and design.

This work has been revived in America, and great strides have been made in the art.

Some of the purposes of book-plates are:

1. To indicate ownership.
2. To emphasize or suggest the personal tastes, hobbies or characteristics of the owner.
3. To be ornamental because of the beauty of the design and the manner in which it is rendered.



METHOD OF WORK

1. Decide on the size to be used—about 3x4 inches is the size generally seen.
2. Select your unit or note of decoration, keeping the

decorations simple, and the repetition of same as graceful in arrangement as possible.

3. Keep in mind proportion. The design must be in keeping with the 3x4 inch size of the whole.

4. Conventionalized (or natural sprays arranged in conventional repetition) of fruit, flowers, leaves, bits of landscape, family emblems or coat-of-arms, may be used as units of decoration. With many names there are possibilities of decoration to directly suggest the name, as the plate of Jane F. Winter's.

5. Plan for space for name.

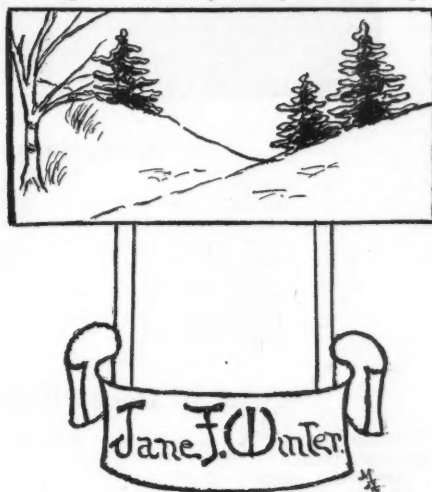
6. Place decoration on plate so as to best divide space. Use light lines.

7. Practice printing.

8. As book-plates are also known as Ex-Libris (which translated from the Latin is literally "From the book"), that phrase is often put on plates, also other mottoes fitted to this use.

Imagination will be stimulated by this work, neat, careful workmanship will be combined with interest and originality.

Gather together as many examples of book-plates as



possible. Many will be too elaborate and intricate in design, but will give good ideas of how the artist did his work.

THE TREATY WITH NICARAGUA

A few weeks ago the United States Senate ratified by a large majority the long pending treaty with Nicaragua. It is said that there is no doubt that Nicaragua will ratify the treaty. As the treaty now stands the United States agrees to pay \$3,000,000 for a ninety-nine years' lease with the option of renewal for a further ninety-nine years of two islands (Great Corn and Little Corn) in Fonseca Bay, with the right to establish and maintain a naval station or base on the shore of Fonseca Bay. The laws and authority of the United States are to control these concessions absolutely. It is the view of experts that these rights have great strategic and naval value for the protection of the Panama Canal. The treaty also gives the United States the right in perpetuity to construct an interoceanic canal over any route in Nicaragua territory. It is quite unlikely that the United States will ever want to build a second canal to compete with the Panama Canal, but by holding this grant our country can prevent any attempt of others to provide such a competitor. It is the opinion of prominent statesmen that the Nicaraguan treaty will help much to establish better relations between that country and the United States.

HOUSEHOLD ARTS AND DOMESTIC SCIENCE

LESSONS IN CROCHET WORK

The following suggestions, designs, and lesson instruction are from Collingbourne's Book on Art Needlework (36 large pages) which will be mailed free to any reader of School Century who will send 10 cents, and four cents to cover postage for a sample ball of Collingbourne's crochet cotton to Collingbourne's Mills, Dept. 1269, Elgin, Ill. See advertisement on page 385. The instruction book referred to above is edited by Miss Virginia Snow, an authority on Domestic Science and Fine Arts.



Abbreviations of Crochet Stitches.

b.	block	L.	loop	sc.	single crochet
c.	cluster	Lc.	lacet	sh.	shell
ch.	chain	m.	mesh	sk.	skip
ct.	cross treble	p.	picot	sl. st.	slip stitch
dc.	double crochet	pc.	popcorn	st.	stitch
dt.	double treble	r.	ring	t.	treble
fs.	festoon	ro.	round	tt.	triple treble
ht.	half treble	rp.	repeat	tu.	turn
kt.	knot stitch	s.	space		

Sizes of Hooks Best Adapted for Crochet Threads.

Crochet Thread	1 to 3	5 to 15	20 to 30	40 to 50	60 to 70	80 to 150
Crochet Hooks						
American sizes	4	6	8	12	13	14
English sizes	2	3	4	6	6½	7

Fig. 1.—Chain. Tie slip knot on needle, thread over needle and draw through loop. Continue until chain is as long as desired.

Fig. 2.—Double Crochet. Having 1 st. on needle, insert hook in work and draw through, making 2 st. on hook. Thread over hook and draw through both sts.

Fig. 3.—Half Treble. Having st. on needle, thread over hook, put needle through work and draw through, leaving 3 sts. on hook, thread over and draw through 3 st. and then chain off.

Fig. 4.—Treble Crochet. Having st. on hook, thread over hook, insert in work and draw through, leaving 3 sts. on hook. Thread over hook, draw through 2 sts. again take up thread and draw through 2 sts.

Fig. 5.—Double Treble. Having st. on hook, thread over twice, then through work, making 4 sts. on hook, draw through 2, then 2, and then 2 remaining sts.

Fig. 6.—Cluster. Having thread over hook, take st. same as in treble, draw out longer, draw thread through only 2 loops, repeat 1 t., again drawing thread through 2 loops, repeat 4 loops on hook, then thread over, draw through 4 loops, then 1 ch. to draw cluster to proper shape.

Fig. 7.—Open Mesh. (Used in Filet Crochet.) Make chain desired length, turn, thread over hook, and put hook in 6th st. of chain from hook, thread over and draw through 2 st. and then 2, chain 2, skip 2 on ch. 1 t. in 3 st. of chain from last treble, repeat for desired number of meshes. A block (or solid mesh) is made by making 4 t. in 1 open m. If there are two blocks (or solid meshes) there must be 7 t. 10 for 3, etc. To estimate the length of chain in any pattern, count mesh and multiply by 3, plus 6. For instance, a pattern of 61 m. would be 3 times 61, plus 6, or 189 ch.

LUNCHEON OR BUFFET SERVICE DOILIES

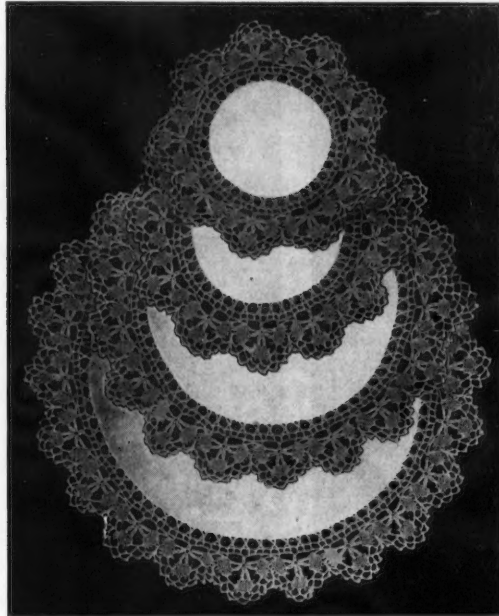
(Use Collingbourne's New Jap Silk Cordoney, No. 70.)

1 s. cr. in 1st loop of medallion braid, 10 ch. put thread around needle twice, and go into the two next loops, and the same in the next 2 loops, and

catching the last loop, and the first loop of the next scallop together.

Last Row—2 ch., 1 picot, 2 ch., 1 s. in loop, repeat, catching the 1st and last loop of the last row together.

For the 8-inch Doily, make 12 scallops; for the 10-inch Doily, make 17 scallops; for the 12-inch Doily, make



1 time in the next two medallions, join with the 1st of the 6 d. c., 3 ch., fasten on the 3 d. of the 1st 10 ch., 7 ch., 1 s. c. in the next loop, 3 ch., 1 s. c. in the space between medallion. 3 ch. of s. in next loop, repeat until you have 9 scallops, join with the 1st scallop.

Second Row—2 ch., 1 d. c., 2 ch., 1 d. c., until around.

Third Row—2 ch. thread around needle twice, make a d. in the d. c. of last row, 1 d. c. in the next d. c., then bring the thread to the top, and make a d. c. in the center of the large d. c., continue around, then break thread on the opposite side.

First Row—Work 1 s. in each of the loops with 5 ch. between, always

22 scallops.

GUEST TOWEL EDGE

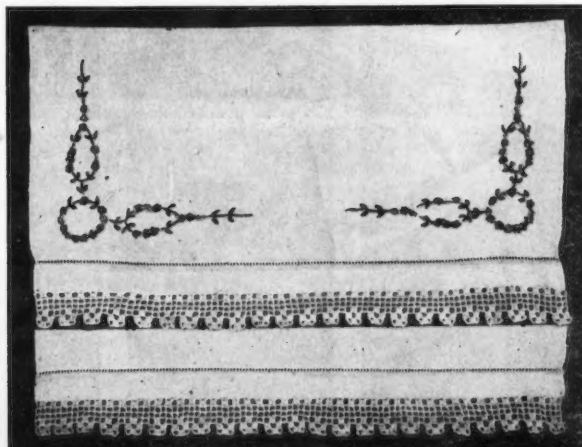
(Use Collingbourne's A. B. C. Flochet. Art. 1119.)

Ch. 17, d. c. in 8th ch. skip 2, d. c. in next. Skip 2, d. c. in next, skip 2, d. c. in next, ch. 3, turn.

Second Row—2 d. c. in space, 1 d. c. on d. c. ch. 2, 1 d. c. on next d. c. ch. 2, 1 d. c. in next. 3 d. c. in space, ch. 5, turn back to 1st row, and make 4 d. c. in the space on the end. Ch. 5, turn 4 d. c. and space. Ch. 5, turn.

Third Row—4 d. c. in space, ch. 2, 1 d. c. ch. 2, 1 d. c. ch. 2, 1 d. c. ch. 2, 1 d. c. ch. 3, turn.

Fourth Row—3 d. c. in space, ch. 2, 1 d. c. ch. 2, 1 d. c. ch. 2, 1 d. c. ch. 3, turn. Repeat the pattern.



SCHOOL PLAYGROUND EQUIPMENT

C. N. Kendall, State Department of Education, New Jersey

A great many cities are now putting equipment into their school yards.

They are rarely consulting anyone of experience in this matter, and it must be said that the apparatus so purchased is often temporary in character, ugly in appearance, and dangerous in use. It is often set in the wrong places and sometimes costs two or three times as much as it should. Very much of this, altho of recent installation, should be taken out at once and replaced by equipment that is safe and suited to the needs of the school. It must be remembered always that free play is more important than the best possible use of play equipment, such as swings, and the open spaces must not be destroyed for any kind of apparatus.

Sand Bin—The sand bin is the mother of the playground movement, and out of it have grown the other developments. From the time he is 1 year old until he is 10 or 12 the sand bin will furnish any child entertainment and delight. As the sand bin is for the little children, it should be placed in the most retired part of the yard, where it will be out of the way of the older children. It must have shade, or the sand will get too hot in the summer time. It is well to place it under or around a tree. It should have a molding board or seat around the edge so that the children can mold the sand upon it. This is often used also as a seat when the teacher wishes to tell a story or to give instruction. The sand should be, if possible, the fine white sand of the seaside, as this is pleasant to work with and does not soil the clothes; but any building sand, such as that used in making plaster, will do. The carpenter of the school board can make the bin. The sand will gradually work out upon the playground, where it will often greatly improve the surface. As it is necessary for the sand to be renewed occasionally to keep it in a sanitary condition, this leakage is a good thing in any case. The sand bin does not require a bottom if the ground is level and hard.

Slide—The slide is one of the most popular pieces of apparatus, and will be used almost continuously by a large number of children. There are apt to be disputes and quarrels over the swing, but the slide offers a natural rotation in office. Sliding represents a universal interest of children, for they have slid down banisters and cellar doors from time immemorial. Almost every place that offers a natural incline in the cities will be found to be used by them.

FOR THE PUPILS' NOTE BOOK

These pictures of *The First Step*, by Millet, are to be cut apart and one given to each pupil, for pasting in his exercise or notebook relating to the study of the subject.



TEACHERS' CONFERENCE HOUR
Topics of Interest and Importance

Good Business Methods.

The present-day superintendent, in addition to the possession of adequate scholastic knowledge for professional leadership in purely intellectual supervision, must combine with such knowledge business ability of no mean grade. An examination of several concrete instances of good or bad business management in the course of every-day school affairs in normal communities ought to bring out into clearer relief this need of sound business sense in the conduct of schools, a sense that should be possessed, or assiduously cultivated by both school boards and school superintendents if it is lacking or feebly developed.

Much of the efficiency of school systems depends upon good business methods, as well as upon high educational ideals and correct pedagogical methods. It has been constantly a policy to promote the better conduct of school board business, to stimulate interest in better buying methods, to argue the necessity of scientific budgets, of better school records, of accounting, based upon the best corporation and public accounting methods.

Vocational Guidance.

At the present time a systematized attempt has been made to demand certain vocational fitness in many ways and in various parts of the country. In this undertaking applied psychology has been utilized, for too often a mistake is made which not only necessitates the reversal and readjustment of the whole plan of life but leads to humiliation and failure. It can even be seen how, through the mistake of a young person or his parent, as is too often the case, he may make repeated trials, each one ending badly, so that in the end, when it is too late, the individual person may degenerate into a useless member of society. Such an end as this might be avoided in the first place by actual investigation, undertaken by qualified observers, of his general make-up, his existing talents, if any, or certain intellectual weaknesses which are today to be measured, as has been done with more or less accuracy in the closet of the physician or the psychological laboratory.

Not only is it possible to detect incapacitating handicaps, but hidden and hitherto unknown mental traits of a valuable kind may be disclosed and nurtured, so that at a latter period he may be encouraged to devote his attention to a certain kind of study, or be trained for a calling in which he will probably excel.—New York Times.

Relating Studies to Life.

In the William Penn High School, Philadelphia, algebra—that intellectual thumbscrew—has been banished from the course, and foreign language has been made elective. This change has made it possible to study the social, political and economic conditions of Philadelphia. This is done on the theory that Philadelphia is of much more consequence in the lives of these girls than quadratics and conjugations. So if you go into a class you may hear about Philadelphia's new rapid-transit problem, the municipal water plant, the sewerage system, garbage disposal, housing, child labor and workmen's compensation laws, or any of the other questions that are being fought out in the progress toward a higher and better civilization.

The study of history for the sake of society is emphasized. The newer conception of history study is the point of view of the study of history in the William Penn. Accordingly every history class, whether the course be ancient history or modern, is a class in current events. The past is studied for its relation to the here and now, and the road by which we reached our present social condition is examined, if happily it may reveal the way to a more desirable state.

In the English classes great literature is dramatized, lived over, not dissected and labeled—oral reports of daily experiences and of special study are given, practical business letters and accounts of daily observations are written. In the German and French classes the languages are really spoken. In the mathematics classes statistics are illustrated in graphic form, curves are plotted showing the rise and fall of incomes, expenditure and profit, and actual business problems are solved with facility and accuracy.

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Some Don'ts.

Don't allow your pupils to hand in papers careless in spelling, penmanship or general order. Be over and above particular about the little technicalities in the beginning—later they will become involuntary actions and then more time can be spent upon bigger things, sentence structure—paragraphing—subject matter—style, etc. Never, under any condition, accept a paper that is not neat; an untidy, careless paper is surely indicative of slovenly, careless thinking.

Don't accept written work that is deficient in spelling. The correction of such elementary errors should be the responsibility of the pupil himself. It teaches him care, as well as relieves the burden of correcting for the teacher. Modern education tends to make the teacher do too much of the work.

Promotions Without Examinations.

"Few schools now rely entirely upon examinations as a test for promotion," declares W. S. Deffenbaugh, Chief of the Division of School Administration of the U. S. Bureau of Education, in his annual review of school conditions in the smaller cities. "In some schools examinations are made to count one-half, while in others they count only one-fourth. It is now recognized that examinations are not true tests of the pupil's ability to do the next grade's work, and that a pupil should not be promoted on what he knows, but on what he can do. Of 756 superintendents in the smaller cities reporting, 669 say that they are now depending on examinations much less than formerly."

How pupils shall be classified so that they may advance through the grades without loss of time is a question that is continually presenting itself to thoughtful superintendents, and some places are undertaking special experiments in this field.

The superintendent of schools in Williamsburg, Va., reports: "We use the shifting group plan of grading pupils and a form of reports to parents that keeps parents thoroughly informed as to the pupil's standing during the year. As each weakness of a pupil is discovered by the teacher, it becomes a matter of special consideration and study by teacher, parents, principal, and the pupil. Tentative shifts can be made at any time. The aim is to relieve the teacher of all red tape and to reduce routine to the minimum, but to insist upon a constant and sympathetic study of the child—every child—but particularly every child who is in danger of falling behind his class. No per centage or grades are accepted from a teacher as excuses for promotion or demotion. If a pupil is weak, efforts are made to ascertain the exact nature of his weakness early in the term and remedy it."

Inculcate Kindness.

Children can be taught very early the courteous ignoring of all physical deformities. Never to stare or seem to notice the wooden leg, the hunched back, the queer clothes or any peculiarity, ought to be one of the first lessons impressed on a child as soon as he is able to notice anything at all. Children respond very early and eagerly to appeals for mercy and kindness and fair play. They soon learn to realize that if it were mother or father or Aunt Louise that was so afflicted, ridicule or even curiosity would be cruel. At a very early age indeed a child may be taught to play fair and to ask himself, "how would you like it yourself."

Lecture by Joyce Kilmer.

Mr. Joyce Kilmer, a poet of distinction and associate editor of "The Literary Digest," recently lectured in Holy Name Auditorium, Cleveland, on Francis Thompson, the greatest of Catholic poets.

Some fine specimen of Thompson's poems were given by Mr. Kilmer, "The Hound of Heaven" being especially beautiful. "Few get its real meaning," said the speaker, "because it means only the grace and pardon of God, and no one can reach its meaning who has not received holy communion."

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AUTHORS IN SCHOOL.

William Shakespeare.

OUTLINE STUDY.

Born, Stratford-on-Avon, April, 1564.

Married Anne Hathaway, 1582.

Died, April 26, 1616.

This acknowledged prince in English literature was born in one of the most beautiful sections of mid-England, and was of respectable, but not remarkable lineage. His country life left a deep impression upon him, signs of it appearing time and again in his literary works afterwards. He loved the Forest of Arden, within which he frequently followed the chase. It was a country lass he chose for wife, and it was to the country that he retired after his illustrious dramatic triumphs in London. In the chancel of the country church his dust reposes, at his own request, instead of in Westminster Abbey, as England wished.

So much of mystery attends Shakespeare's earliest days that even his most worshipful biographers are not quite sure of their facts. It was not until more than a century and a half after his death that the first biography of him appeared, and many events could not be verified. Nothing is positively known of any early scholarly proficiency, though it is known that he attended the grammar school of his native town. Certainly he had no taste of collegiate life and drill.

To account for the commanding genius of this country boy has taxed the wisdom and ingenuity of many able writers. Some, even in late days, have decided for themselves that the great dramas could never have come from such a source as Shakespeare, but from some mind much greater than his could possibly have been. Perhaps Senator Ingalls was near the truth when he once said: "Genius has no pedigree or prescription, and the greatest marvel is not that the tragedy of 'Hamlet' was written by Shakespeare, but that it was written at all."

Shakespeare could not have been much beyond twenty-one when he turned his steps to London. Mouldy traditions inform us that he took care of the horses of patrons of the theatre, and gradually worked his way up to a place on the stage. Of his acting no notice reaches us. But in his theatrical career of twenty-five years (1587-1612) he had not only produced his numerous plays, but had acquired a large fortune, enabling him to retire to his country estates for the few remaining years of his life. He died at the early age of fifty-two, and none of his dramas were published until seven years after his decease.

It seems incredible that in a brief quarter of a century so many great works could have been produced. Shakespeare must have been a prodigious worker, and have had nerves like iron. How his work was done is a standing marvel, as well as how thoroughly and beautifully it was done.

It were unprofitable to give merely a catalog of his works. But it is interesting to know that Shakespearean scholars divide his dramatic career into three periods.

Period I—1587-94. This period was given more to revising and partly re-writing plays already produced by others. In this period may be placed "Henry VI," the tragedy of "Titus Andronicus," and the comedies, "Love's Labor's Lost," "The Comedy of Errors," and "Two Gentlemen of Verona."

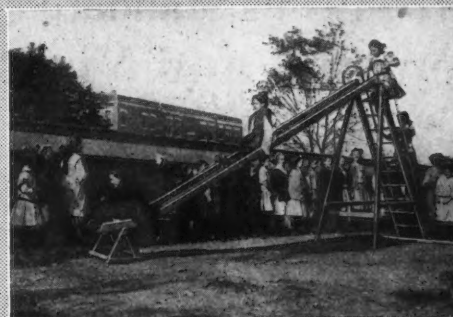
Period II—1594-1600. "It is in this middle period of his work that the language of Shakespeare is most limpid in its fullness, the style most pure, the thought most transparent."—Swinburne. Belonging to this period are such plays as, "Richard II.," "Henry IV.," and "Henry V.," and a series of brilliant comedies, "A Midsummer Night's Dream," "All's Well that Ends Well," "Merchant of Venice," "Much Ado About Nothing," "As You Like It," and "Twelfth Night."

Period III—1600-12. In this period Shakespeare deals with more profound experiences, with the more intense moral struggles of human life, with deeper emotions. Here we may find the four great tragedies, "Hamlet," "Macbeth," "Othello," "Lear"; the three Roman plays, "Coriolanus," "Julius Caesar," "Anthony and Cleopatra"; and one comedy that is almost a tragedy,—"Measure for Measure."

Mr. Hallam states that "no letter of Shakespeare's writing, and no record of his conversation, has been preserved," a fact that his ardent lovers greatly deplore. But, after all, this is unimportant compared with his works. Deprived of much that we might wish to know of the historic Shakespeare, we shall always be rich in having the literary Shakespeare.



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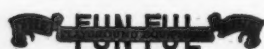
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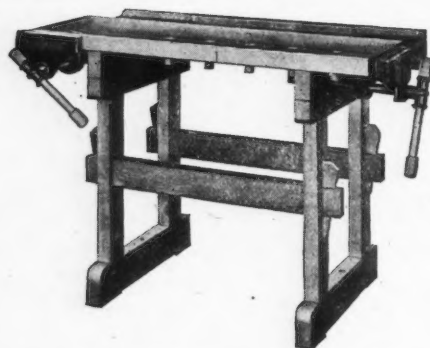
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Observance of Shakespeare Centenary.

In answer to the question "How shall we celebrate the centenary of Shakespeare's death, Mr. Percival Chubb, presiding officer at the annual convention of the Drama League, in St. Louis, 1914, said:

"Organize local celebrations all through every city, in the local groups that already exist, and then bring them to a focus in some large municipal festival in which the whole city can have a part."

Here was a scheme that had coherence and dramatic interest. It had the two qualities necessary to a large-scale and long-continued festival, in that it planned to get everybody into the game and to keep the interest rising to a climax. It seemed highly alluring and fairly easy of accomplishment. It was at once adopted by the league, so that it could be passed on to such local committees as might be formed to carry it out in each city. Few of those who undertook the job knew what a big piece of work they had let themselves in for.

The problem of providing a municipal pageant large enough and grand enough for all New York City was solved by Percy MacKaye. Last year Mr. MacKaye had half a million people gathered in one week to witness his masque of St. Louis, acted by thousands of trained amateurs, to celebrate the two hundred and fiftieth anniversary of the founding of the city. In years of work with the community masque he has trained his imagination to work on the largest scale, the only scale on which a whole community can be asked to co-operate.

He already had in mind a memorial masque to Shakespeare, which would make demands on the art of the theatre more huge than American drama has ever seen before. That masque is now finished and its production by New York assured, with the official sanction of the city and the co-operation of citizens of every race, creed, and class.

The arts of poetry, acting, music, dancing, costuming, color, light, and pictorial design will contribute in almost equal proportions to the total effect.

The masque is laid out in the form of a prologue, three acts, and an epilogue, separated by the four "community interludes," in which several thousand persons will take part. The masque proper, in which spoken verse will play an important part, will be acted by eminent professionals. The participants in the community interludes will be trained by experienced pageant masters for their special job—the creation of vast and sweeping pictures in color and motion.

The action proper will take place on a large stage, an adaptation of the Elizabethan stage, constructed out in the open air. This stage will have all modern appliances for the creation of illusion and beauty—complete lighting systems, mechanical devices for changes, and the like—but it would be by no means large enough for the large groups of the community interludes. These will take place on a great semi-circular space of ground in front of the main stage—an adaptation of the Greek "orchestra." At times, when the action demands it, the crowd from the lower stage will partly surge over the upper one. The two are thus two planes for the action—group action and individual action—but these at times will merge.

The masque will be extensively accompanied by music which is being written by Arthur Farwell. It will be designed for a concealed orchestra of nearly a hundred instruments, and will consist of marches, dances, ritual music, pantmimic music, choruses, etc.

But you may ask how this masque will "focus the local celebrations." In a very literal sense. The participants in the community interludes should be just as diverse, just as representative, as the groups which take part in the preliminary celebrations. In short, the one will be drawn from the other—New York Times.

BUSINESS NECESSITATES OPENING BRANCH

To facilitate handling its rapidly growing business in the Middle West The Standard Electric Time Company, of Springfield, Mass., has established a branch office in Cleveland, The Rockefeller Building, under the direction of Mr. C. M. Whiteford, secretary of the company. Mr. Whiteford will divide his time between the New York and Cleveland territories. A complete service department has also been installed in connection with this branch in accordance with the policy of the company in other localities and Architects, Superintendents, School Committees and Contractors in this section are invited to make full use of the accommodation provided by the new branch.

Just say: "I Saw It In The Catholic School Journal."

Agriculture in Institutes and Summer Schools.

With present interest in rural life running high every institute and every summer school should make prominent the agricultural feature. The Department of Agriculture at Washington and in each state and the United States Bureau of Education will be willing to send a representative gratis, and the International Harvester Company will send an expert for his expenses, and provide charts, literature and stereopticon slides gratis. The special advantage of this work is that every teacher in the country can have the use of charts, slides and literature free, and give a lecture in her own schoolhouse, thus passing on the great lessons she learns.

From some one of these three sources every institute and summer school in the United States should have expert service.

Bind The Journal For Future Use.

With this issue begins a new volume of *The Journal*. Many of our subscribers make a practice of having each volume of the magazine bound, so that it may be used more conveniently for reference later on. This is a very practical thing to do and it makes an excellent addition to any library. The publishers of *The Journal* have provision for furnishing a first-class binder suitable for binding this publication and with the name printed in gold on the cover, for the price of \$1.15 post prepaid to any part of the country.

It would be policy to get the volume just completed together, so that there be no difficulty in the future about replacing missing numbers. Because of the continual calls on us for back issues, it is impossible to guarantee to complete any set, where the issue is of remote date.

Plans For School Gardens.

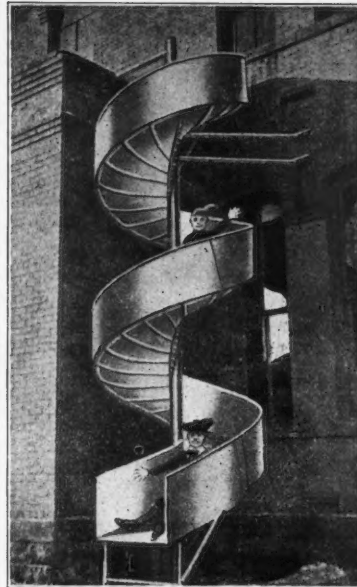
Department of Agriculture has planned two specimen individual gardens 5 by 16½ feet for use in schools. One of these is for vegetables alone and the other for both vegetables and flowers. The average pupil, it has been found, shows a much keener interest in a garden of his own than in one owned in common by all the school. Individual gardens stimulate pride in ownership and the work of caring for them encourages system, skill, and judgment. Participation in the care of a community garden does not develop the idea of individual responsibility and consequently interest and industry are usually lacking. Printed instructions may be had on application to the Office of Information, U. S. Dept. of Agriculture, Washington, D. C.

Human Life Sacred.

On the occasion of the notoriety given to the case of the permitted death of the defective baby in Chicago, the Northwest Progress, of Seattle, published an itemized statement of Catholic principles relative to the case, the statement having been drawn up by the priests of the diocese. Omitting the more general principles, we reproduce the concluding half-dozen set forth in the columns of our contemporary:

"That it is no more allowable to forego medical attention in the case of defective infants than in the case of adults, whether normal or defective. That the duty of the medical attendant is to look to the alleviation of present distress rather than the prospective well-being of society. That human beings 'made to God's own image and likeness' are not to be placed in the same category, or judged by the same standards, as the lower animals. That as Christians we are not to take our principles or practices from pagans or savages. That, on the contrary, in accordance with the teachings of the Gospel, we must 'seek first the Kingdom of God and His justice,' in preference to the physiological betterment of the race.

"That the Catholic School Journal is doing a great work is fully appreciated by teachers in our position—remote from the large centers of population with their various opportunities for professional advancement. The magazine is worth many times its cost, and in giving so much of real help and practical value each month for the small fee of 10 cents, you are rendering assistance to Catholic schools in general, the importance of which cannot be overestimated. More power to you and to all who cooperate in your worthy and necessary magazine."—S. S. M., Oklahoma.



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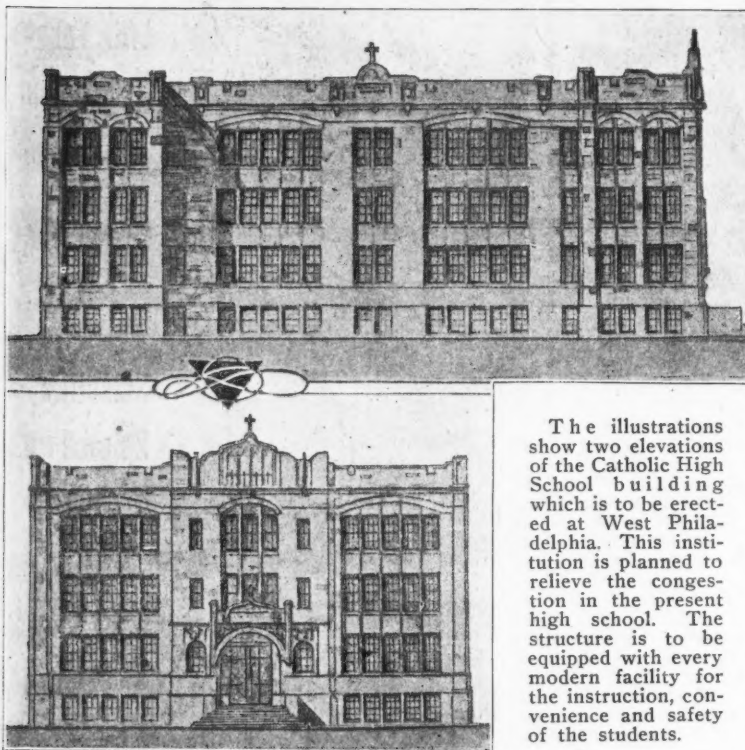
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The Catholic School Journal

New Philadelphia Catholic High School for Boys.



The illustrations show two elevations of the Catholic High School building which is to be erected at West Philadelphia. This institution is planned to relieve the congestion in the present high school. The structure is to be equipped with every modern facility for the instruction, convenience and safety of the students.

Ground will be broken shortly for the erection of a new Catholic High School for Boys, at West Philadelphia. It is the desire of Archbishop Prendergast and a committee of clergy appointed by him to take charge of the project that the new institution be completed in time for the opening of the school term in September.

The new high school for the accommodation of the Catholic boys of West Philadelphia will be three stories high and will be of slow burning materials with a fire tower and every modern improvement. The style of architecture is to be Romanesque.

The materials utilized will be Port

Deposit granite with limestone trimmings. Reinforced concrete construction will be used throughout and there will be a flat slag roof trimmed in oak.

The building will have all the accessories and interior fittings of the modern institution for higher education. The site measures 225 feet front and 214 in depth.

The new school will be under the supervision of Monsignor McDevitt, who has been superintendent of Philadelphia parochial schools for many years past. A staff of teachers will be chosen from priests experienced in the educational field, and also lay professors.

Marquette University Endowment Campaign.

With the Marquette University endowment fund well over \$500,000, the sum sought, with the headquarters in a state of disorder following the closing of the ten-day campaign, the executive council of the campaign and the enthusiastic workers have not lost any of the spirit shown at the noon-day luncheons, but still are giving much of their time to Marquette and will continue to do so.

The grand total of donations received or pledged during the last ten days amounted to \$503,471. Of this total \$100,000 was given by Mrs. Roberta Johnston.

The donation is given in the name of Mrs. Johnston's son, the Rev. Herbert S. Johnston, S. J., a Marquette graduate of the class of 1891, who is now occupying the chair of dogmatic theology in St. Louis University. In 1907 the present building containing the college of arts and sciences was erected by the late Robert A. Johnston.

James Hill of St. Paul, was the second largest donor, contributing \$25,000 towards the fund.

The following statement regarding the campaign was made by Rev. Herbert C. Noonan, S. J., president of the university:

"The campaign for a greater Marquette has been a success in every sense of the word. Everyone of the self-sacrificing workers is happy in the happiness that comes from a great work. With the added means now at our disposal, we can go on in our efforts to meet the constantly growing needs of our departments, confident of the approval and hearty co-operation of the city in all our efforts for a greater Marquette and a greater Milwaukee."

WHAT PRINTING DOES FOR STUDENTS

Thief River Falls, Minnesota, is a fine big thriving town despite its name. Kenneth O. Latta, age twelve, lives there. He has a beautiful smile because after sticking type "from his youth up" he has become the champion speller of Marshall County. He "spelled down" all comers, achieving a percentage of 99 2-3 against the best talent in the district. Printing is a marvelous teacher; what it teaches is *retained*. No school should be without a printing plant. We supply such plants. Send for details and estimates.

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HUMOR OF SCHOOL ROOM.

Thus Construed.

At a certain foreign university the students, who had been studying Shakespeare in their native tongue, were requested by an examiner to translate into English the opening lines of Hamlet's soliloquy, "To be or not to be." The following was the result:

The first Frenchman declaimed, "To was, or not to am;" the second rendered it, "To were, or is to not;" while the third gave a still more liberal reading, "To should, or not to will."

She Needed Help.

Marion was saying her prayers. "And please God," she petitioned, "make Boston the capital of Vermont." "Why, Marion," said her shocked mother, "what made you say that?"

Marion settled herself in bed. "'Cause," she answered, "I made it that way in my 'zamination paper today an' I want it to be right."

At the Editor's Home.

"Colonel Brown seems to be very literary," remarked a visitor to the Brown household to the Negro maid, glancing at a pile of magazines lying on the floor.

"Yes, ma'am," replied the ebony-faced girl, "yas, ma'am, he shoely am literary. He jes' nat'ally littahs things all ovah dis yere house."

Not Literary.

The inspector of schools was dining with the local landlord.

"Very funny thing happened today," he said, as they lit their cigars. "I was a little bit irritated, and I shouted at a boy—'Who wrote Hamlet?' The little chap was flustered. 'P—please, sir, it wasn't me!' he stuttered."

The landlord guffawed loudly.

"And I suppose the little villain had done it after all!" he roared.

Put on His Feet.

Mr. Newman had just recovered from an operation and was talking to a friend.

"The surgeon," he remarked, "said he'd have me on my feet again in three weeks."

"Well, he did it, didn't he?" asked the friend.

"He did, indeed," responded Mr. Newman. "I had to sell my motor car to pay his bill."

Qualifying.

"The examination you undergo for the position of teacher is very severe, is it not?"

"I should say so."

"What are the branches?"

"Well, today we were examined in psychology, integral calculus, mathematical astronomy, polemics, divinity, metaphysical analysis and Greek versification."

"Indeed? What position are you competing for?"

"Instructor of the A B C class."

To Harmonize.

A man went to order a wedding cake the other day.

"I'm getting married," he said, "and I want a cake."

"Well, it's the latest thing," said the shopgirl, "to have wedding cakes in harmony with the bridegroom's calling or profession. Thus a journalist has a spice cake, a musician an oat cake, an athlete a cup cake, a man who loafs on his friends a sponge cake, and so forth and so on. What is your calling, please?"

"I am a pianist."

"Then, of course," said the girl, "you'll want a pound cake."

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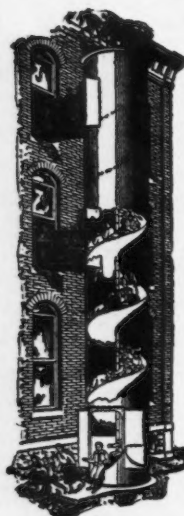
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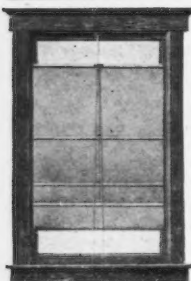
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The new St. Pascal's School on
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go, in charge of the Franciscan Sis-
ters of Mary Immaculate, was opened
to children of the parish in the middle
of February.

St. Pascal's parish was established
a little more than a year ago by the
late Archbishop James E. Quigley, D.

D., for the Catholics scattered over
the northwest section of the city, west
of Central (56th) avenue. The new
building, which serves both as church
and school, is now being completed.
The dedication will take place some
time in the spring.

The building is of modern Spanish
mission architecture. Rev. G. P.
Heimsath is the pastor.



The Visitation High School, Chicago, Illinois.

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HEALTH HINTS.

(Dr. W. A. Evans.)

To Avoid Typhoid Fever.

Typhoid fever can be avoided. There has been no typhoid fever in the United States army for almost five years. The armies of western Europe, applying methods first worked with complete success in the United States, have been relatively free from typhoid. They have had some typhoid, but less than any army in times of war in history, except it be the Japanese army in the Russo-Japanese war. The soldiers in the mud and slime of the trenches of western Europe are freer from typhoid than are the millionaires who live on American boulevards.

The most valuable method of protection against typhoid is vaccination. Vaccination against typhoid consists in three hypodermic injections of a prepared vaccine. These injections are given at intervals of 10 days, 20 days elapsing between the first and last vaccination. The arm does not get sore, as in smallpox vaccination. The amount of fever and aching is less than in the case of smallpox vaccination.

It is a little early to say how long a vaccinated person is protected against typhoid, but the general opinion is that protection lasts 3 years.

To prevent infection by infected water, most cities make use of chlorination. Sometimes the chlorine is used as chlorinated lime and sometimes as liquid chlorine. If a man lives in a town where the water is polluted and the authorities do not chlorinate he can chlorinate himself.

Soldiers on the march sometimes make use of a small chlorination tank. A man can chlorinate a bucket of water or wellful, if he choose. The ordinary method of purifying water is by heating. The common injunction is to "boil the water." Boiling kills the typhoid bacilli. It also drives off the gas and makes the water flat and tasteless.

Whenever there is much water borne typhoid there will be an increase of milk and vegetable borne typhoid. Commercial pasteurization, as it is done in cities with milk inspectors, will protect the milk against typhoid. Where raw milk is used or the pasteurization is not supervised the milk should be pasteurized in the home. Vegetables and fruits which are eaten raw are sources of danger whenever typhoid is widespread in a community. Cooked vegetables, cooked fruits, and raw fruits of the heavy peel varieties are safe.

In times of typhoid epidemic efforts to keep the hands clean should be redoubled. Finger typhoid always increases when there is a great increase in typhoid in the community.

Typhoid can be avoided. But vigilance is the cost and one must pay.

Owing to an epidemic of typhoid fever in Milwaukee, children in the public and parochial schools have been carrying bottled water to school from their homes. Artesian wells have been bored at Downer College, thus insuring pure water for the students.

GENERAL NEWS NOTES.

\$40,000 School Fire.

Fire of an unknown origin destroyed the Immaculate Conception school of Highland Park, Ill., early on March 11, entailing a \$40,000 loss.

Hardly Church Economy.

The new St. Bartholomew's church (Episcopal), New York, will cost \$3,000,000, and will seat 2,000 people. This is hardly church economy where space for one auditor costs \$1,500. Elegance and art are made higher considerations than worship and preaching.

Bishop Hickey Prays for Vocations.

Urging, in a recent pastoral, necessity of prayer for the increase of vocations to the priesthood and the religious life, the Bishop of Rochester, N. Y., announces that he himself will set aside one day every month upon which to offer the Holy Sacrifice of the Mass for that intention.

March from Burning Asylum.

One hundred and twenty-five small boys and girls were marched to safety when fire was discovered in one of the dormitories of St. Anthony's Orphan Asylum, Baltimore, recently.

America's Youngest Arch-Bishop.

Most Rev. Arthur A. Sinnott, Archbishop-elect of the newly created Archdiocese of Winnipeg, Canada, is the youngest Archbishop on the American continent. He is not yet 39 years old.

About two-thirds of the members of the present Congress have received college or legal education. To be more specific, 68 per cent of the members of the Senate have been to cent of the members of the House have had this training.

A million dollars to build a Catholic church in Detroit, to be known as St. Michael's, is bequeathed to the diocese of Detroit by the will of Michael Caplis, who died on January 16.

Following the example of St. Peter's Catholic church, New York city, Detroit's downtown Catholic church, St. Aloysius, is conducting noonday Lenten services throughout Lent.

Jubilee of New Orleans Nun.

Rev. Mother Paul, foundress of the Dominican Art Studio in New Orleans, and who is widely known throughout Louisiana as a teacher of painting and music, has observed her golden jubilee as a member of the Dominican Order.

The Rev. Mother James has been chosen general of the Order of the Sisters of St. Joseph, succeeding the late Mother Bonaventura, who died in December. The Motherhouse of the Order is at Chestnut Hill, Philadelphia. Mother Jones will have charge of nearly 1,000 Sisters and about 350 novices. She has been a member of the Order for the past 30 years. She was born in Westernport, Md., and was known in the world as Miss Mary Rodgers.

Look beneath the surface;
let not the several qualities
of a thing escape thee.

—Marcus Aurelius.

Many persons judge a system of shorthand on the most superficial consideration. It looks simple; or it seems to be easy to learn; or it is apparently very brief. And so it is chosen.

The wise ones look to all the qualities of the thing. It may be simple yet inefficient; it may be easy to learn yet difficult to practise; it may be brief but illegible.

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THE DAILY WALK

We need not bid, for cloistered cell,
Our neighbor and our work farewell,
Nor strive to wind ourselves too high
For sinful man beneath the sky.

The trivial round, the common task,
Would furnish all we ought to ask;
Room to deny ourselves; a road
To bring us, daily, nearer God.

Seek we no more; content with these,
Let present rapture, comfort, ease,
As Heaven shall bid them, come and go:
The secret this of rest below.

Only, O Lord, in Thy dear love,
Fit us for perfect rest above;
And help us, this and every day,
To live more nearly as we pray.

—John Keble.

A NEW SYSTEM.

Beginning Jan. 1, 1916, Denmark has introduced the twenty-four-hour system of computing time. In other words, 1 P. M. is to be termed 13 o'clock, and so on until midnight, which will be 24 o'clock. This system, which eliminates all doubt as to whether a given hour refers to day or night time, has already been introduced in various European countries.

How to Proceed.

The Catholic press of America was well represented on the desks of the senior classroom last Friday in Holy Name High School, Chicago.

The study of the papers was accurate and systematic. Nothing vital, interesting or commendatory was overlooked. Sister had made notations on the blackboard which guided the young ladies in their study of the papers.

At first attention was directed to the editorial page. Not infrequently the reader entirely overlooks this essential part of a newspaper. But Sister was anxious that these girls should appreciate that there the editor expresses his personal opinion and that there readers will find more than mere amusement and the satisfaction of curiosity, but a needed word of guidance.

MANUFACTURERS OF SOAP AND DISINFECTANTS

Recent developments which indicate unusual activity in the soap manufacturing industry include an expansive movement inaugurated by the Theo. B. Robertson Soap Company, Chicago. As announced from the office of the Secretary of State, the corporate title of this concern has been changed to Theo. B. Robertson Products Company, the significance of which lies in the fact that the line of manufactures has been increased to include disinfectant powders. The company's facilities and equipment have lately been enlarged in several particulars.

The industry was established by Theo. B. Robertson about fifteen years ago and the company was incorporated under the laws of Illinois in 1906.

The Theo. B. Robertson Products Company has made a national reputation for its "Twentieth Century" brand of soap for general laundry and cleaning purposes. This soap has a large sale throughout the country and is a favorite with the trade because of its uniform and excellent quality. The high standing originally set has been consistently maintained, a policy which always pays in the long run. "Twentieth Century" soap powder and "Triumph" liquid soap are other high grade products of this house which have an extensive sale. The new line of disinfectant powders recently added has met with extraordinary success.

Branch offices are maintained in St. Louis, Mo., and Los Angeles Cal.

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"Frolic of the Bees and Butterflies."—For girls and boys, or girls only. 30 cts.

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FLASHLIGHTS OF HISTORY.

By Sister M. Fides, Pittsburgh, Pa.

CHAPTER II.
Cities of the Past.

Memphis on the Nile, Capital of Lower Egypt, and Thebes on the Nile, Capital of Upper Egypt, are the first cities known to history. Modern Cairo and contiguous villages now occupy the site of ancient Memphis. The villages Karnak and Luxor on the east bank of the Nile, and the villages Gurna and Medinet Abu on the west bank now occupy the site of ancient Thebes.

Thirty-one Dynasties are recorded in the period of more than four thousand years beginning with Menes, Founder of the first Dynasty, (4500 B. C.) and ending with the conquest of the country by Alexander the Great (332 B. C.).

Little is authoritatively known concerning the ancient Egyptians. The early Greek writers differ among themselves in the accounts given. It is difficult, almost impossible, to reconstruct a buried civilization from its resuscitated ruins and from the enigmatical hieroglyphics on tablets, cartouches, steles, obelisks, pylones, and temple-tombs. The vast galaxy of events must forever lie as hazy white-light to the unaided eye, while the few faint stars that do appear serve but to shed bewildering rays over Dynasties and long periods of time.

The Pyramid Kings.

The Fourth Dynasty (about 3700—3550 B. C.), is known as the period of the builders of the Pyramids. Khufu (called Cheops by the Greeks) was the greatest of the Pyramid Kings. He built the great Pyramid of Gizeh.

The base of this pyramid covers an area of thirteen acres; it rises to a height of 480 feet. Herodotus says that Cheops employed one million laborers for twenty years in its erection.

A portrait statue of Cheops has recently been discovered. Of this Professor Petrie says: "As far as force of will goes, the strongest characters in history would look pliable in this presence. There is no face quite parallel to this in all the portraits that we know—Egyptian, Greek, Roman, or modern."

The pyramids were the tombs of kings. The most important ones stand upon a sandy plateau overlooking the city Memphis (Cairo). They are today in a state of excellent preservation and seem firmly set, and likely to survive the future four thousand years.

Golden Age of Thebes.

At the time of the Twelfth Dynasty (about 2500—2300 B. C.), Memphis seems to have lost prestige as the capital of Egypt, and the seat of government was transferred to Thebes. The twenty centuries preceding are known among Egyptologists as the Old Empire.

A long line of warlike Theban kings raised Egypt to unprecedented splendor. The art of sculpture was brought to an excellence not subsequently surpassed. The irrigation of Fayum by means of Lake Moeris, an artificial lake, was one of the most notable achievements of this period. The labyrinth was also the work of this same king, Amenemhe III.

The New Empire.

The eighteenth and nineteenth Dynasties (about 1575-1253 B. C.) saw Egyptian control of the entire valley of the Nile, and mighty in conquests in Africa, Arabia, and Mesopotamia. The *pschent* or double crown, typical of the union of Memphis and Thebes, was worn by the Pharaohs. Mighty temple-palaces, the triumph and the despair of modern archaeologists, were built at Ipsambul, Dier-el-Bahri, Tanis, This-Abydos, Memphis, and Thebes.

Rameses II, was the greatest builder among the Pharaohs. During his long reign of 66 years he erected the two magnificent temples at Ipsambul in Nubia, the Ramessum of Thebes, a large part of the temples of Karnak and Luxor, and the temple of Abydos.

The great Temple of Osiris at Abydos, now in the limelight of recent archaeological exploration, was erected by Seti I, father of Ramses II.

The names perpetuated by the ruins of this period are the ones best known among Egyptologists. They include Ahmes, Amen-hotep (called Amenophus by the Greeks) the Thothmes, the Setis, the Rameses, the Merneptahs, and Prince Seti a degenerate ruler, with whom ended the nineteenth Dynasty and the splendor period of ancient Egypt.

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Last of the Pharaohs.

The twenty-sixth Dynasty (663-525 B. C.), founded by Psammetichus was characterized by the reversal of an ancient decree in regard to men of other nations. Psammetichus, and even more liberally his son Necho, welcomed foreigners to Egypt and threw open the long closed markets of the Nile to the commerce and influence of the outer world. "From this time on Greek philosophers are represented as becoming pupils of the Egyptian priests; and without question the learning and philosophy of the old Egyptians exercised a profound influence upon the open, receptive mind of the Greek race, that was, in turn, to become teacher of the world." "The mission of Egypt among the nations was fulfilled; it had lit the torch of civilization in ages inconceivably remote, and had passed it on to the other peoples of the west."

Recent Excavations.

Egypt passed successively under the control of Babylon, Persia, Alexander the Great, the Ptolemies, and Rome. It is now nominally an independent province under the protection of Turkey, but commercially and practically it is controlled by England.

The work of excavation and research among the underground ruins of Egypt is now going on under the able leadership of M. Naville and Professor Petrie. They are at present at work among the ruins of Abydos, the Temple of Osiris built by Seti I of the nineteenth Dynasty. Miss Murray, a well known archaeologist, has pioneered the opening of several pits in the buried temple. A cartouche of Merenptah, son of Rameses II, was recently unearthed and the workers expect much to be revealed as excavation progresses in these subterranean passageways. The weight of authority tends to the belief that the pits opened by Miss Murray are offsets or chambers in the passage-way leading to the inner shrine of the great Temple of Osiris.



SOME FAMOUS SONGS OF OTHER DAYS.

THAT SWEET STORY OF OLD.

Forty years ago we first saw this hymn in one of the first series of Catholic Readers, issued in America. The author is Mrs. Luke, who wrote the hymn in 1841. She prepared the hymn while riding in a stage coach. She wrote it for the children of the village school.

I think, when I read that sweet story of old,
When Jesus was here among men,
How He called little children as lambs to His fold,
I should like to have been with them then;
I wish that His hands had been placed on my head,
That His arm had been thrown around me,
And that I might have seen His kind look when He said:
"Let the little ones come unto Me."

Yet still to His footstool in prayer I may go,
And ask for a share in His love;
And if I now earnestly seek Him below,
I shall see Him and hear Him above,
In that beautiful place He has gone to prepare
For all who are washed and forgiven
And many dear children are gathering there
"For of such is the kingdom of heaven."

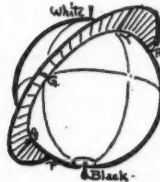
But thousands and thousands who wander and fall,
Never heard of that heavenly home;
I should like them to know there is room for them all,
And that Jesus has bid them to come.
I long for the joy of that glorious time,
The sweetest, and brightest, and best,
When the dear little children of every clime
Shall crowd to His arms and be blest.

FURTHERING THE INTERESTS OF TEACHERS.

If any of the papers read at your convent or diocesan institute this summer seemed to you to be such as ought to be spread before Catholic teachers generally, for the good of the cause, make it a point to send copy of same to The Journal. One of the chief purposes of this magazine is to afford a medium of exchange of helpful ideas between religious teachers whose general motive and desire must necessarily be to do all possible for the advancement of Catholic educational interests everywhere.

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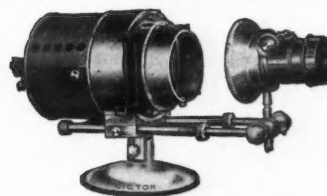
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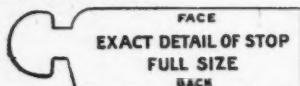
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BOOK NOTICES

"The Shepherd of the North," by Richard-Aumerle Maher, author of "The Heart of A Man." Cloth; 342 pages. Price, \$1.35. MacMillan Company, New York.

The hero of this novel is a big-brained, big-hearted American bishop ministering to the spiritual and temporal interests of the people in the Adirondack country. The part he plays in opposing the encroachments of a railroad, presents a dramatic situation. The climax of the story is reached in a vividly described forest fire. Throughout the plot is a problem of honor, the ingenious solution of which sustains interest to the end.

"Mechanism of Discourse." By Mark Moeslein, C. P. Cloth; 220 pages. Published by D. B. Hansen & Sons, Chicago, Illinois.

This treatise is designed to familiarize students with the methods of masters in the art of discourse structure or discourse mechanism. This familiarity with the system of rules governing the assembling of the different parts of the literary mechanism of discourse is valuable for three reasons: It is an aid in turning to account material for discourse. It adds much to the literary pleasure in listening to commendable public speakers, and it furnishes a new relish for the reading of masterpieces whether of the classic period or of the Christian era.

"The Story of the Map of Europe." By S. P. Benezet. Cloth; 272 pages. Price, 60 cents. Published by Scott, Foresman and Company, Chicago, New York.

This little volume is the result of a series of talks given by the author, S. P. Benezet, Superintendent of Schools at La Crosse, Wisconsin, in 1914, on the subject of the present appalling European war. The remarkable sequences of events which made this war inevitable are presented in a comprehensive manner, emphasis being laid on the complicated problem of European peace owing to the political, racial and linguistic barriers obtaining among European nations.

Newman's "Gentleman." By Charles L. O'Donnell, C. S. C. Ph. D. Cloth; 61 pages. Price, 35 cents. Published by Longmans, Green and Company, New York, Chicago.

The present work shows Cardinal Newman's true idea of "A Gentleman" by a careful analysis of the celebrated Discourse VII. The drift of the entire discourse may be summed up as follows:

The gentleman is the product of culture, religious principles being left out of consideration. What is to be thought of such a character? Newman answers: Engraft Christianity upon it or let Christian principles inform it and you have possibly the ideal charter. Leave it to itself, it ministers rather to evil than to good.

"Solid Geometry." By William Betz, A. M. and Harrison E. Webb, A. B., with the editorial co-operation of Percy F. Smith. Cloth; 504 pages. Published by Ginn and Company, Boston, New York, Chicago.

In "Solid Geometry" here presented, the attempt has been made to harmonize modern demands with the best traditions of the subject, as may be noted from the following features of the work:

1. A brief preliminary course precedes the demonstrative work.

2. The arrangement of topics brings the essentials of the subject into the foreground.

3. Geometric drawing in connection with the principles of projection, receives more than ordinary attention.

4. The exercises are not excessive in number or difficulty but emphasize all types—constructions, computations, and original theorems.

5. Considerations of limits are usually preceded by an informal discussion or development.

6. Illustrations, discussions and historical notes are interspersed throughout the text.

"English Derivatives." A Practical Class Book. By B. K. Benson. Cloth; 166 pages. D. C. Heath & Co., Publishers, Boston, New York, Chicago.

To this little treatise on etymology is appended an index for the finding of root words as well as a list of common prefixes and suffixes with their meanings. Grateful acknowledgement is made to Webster's New International Dictionary, as the authority which has most aided in compiling these lessons.

"English Grammar Simplified"—Its Study Made Easy. By James C. Fernald, L. H. D. Cloth, 270 pages. Cost 75 cents, net. Funk & Wagnalls Company, New York and London.

This book is designed as a complete summary of English grammar. It is not of the class of small grammars that are made brief by leaving out bodily numerous important matters. Brevity has been secured by eliminating discussions and extended explanations, while retaining every important fact. The book has also been designed to meet the constant demand, in the office, the study, the home, or the schools for a handy volume, which may be kept literally "at hand," by which to recover quickly some item of correct usage, or to explain it to another, or to settle readily and surely any grammatical perplexities or disputed matters as they may arise.

"Oral English." By John M. Brewer. 12 mo.; cloth; 396 pages. Price, \$1.00. Ginn and Company, Boston, New York, Chicago, San Francisco, Atlanta.

In this new text book is taken up successively all the common situations in which talking plays a part. Discussions, interviews, conversations, extempore plays, and advanced argument for debaters as well as explanations, argument for beginners, narrations, descriptions, speeches for special occasions and simple business talks, all are comprehensively treated. A summary of parliamentary law is included so that classes of any age may acquire experience in the proper conduct of a meeting. The appendices contain plans for debates, lists of topics and tables for references. The exercises throughout the book are fundamental in their interest and appeal to children.

"Longmans' English Grammar." Edited and Revised by George J. Smith, M. A., Ph. D. Cloth; 333 pages. Price, 65 cents. Longmans, Green and Co., New York, Chicago.

In this revised edition of Longmans' English Grammar, George J. Smith, M. A., Ph. D., member of the board of examiners of the department of education in New York City, while preserving the excellences of the original work, has excluded portions too difficult for an elementary grammar, and has introduced improvements as called for. These improvements include changes in arrangement, addition of new material and general revision of the text. The avoidance of needless particularity and of technical puzzle and the constant approach to the grammatical point of view by way of concrete example, makes this thorough-going course in grammar indispensable.

"The Voice of Ireland." By Peter Golden. Cloth; 111 pages. Published by M. A. O'Connor New York.

This collection of short poems is something of an inspiration in arousing Irish national spirit and love. It is calculated indeed to arouse crusaders to the cause of independence for Ireland so cruelly wronged in the past.

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Wouldn't it be distressing, to say the least, to find yourself burdened with an expense of \$200 or \$300, caused by some unavoidable Accident or Illness, wiping out the surplus you have accumulated by your past year's work, or leaving you *deeply in debt*, when your school year opens again?

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These Pictures Show

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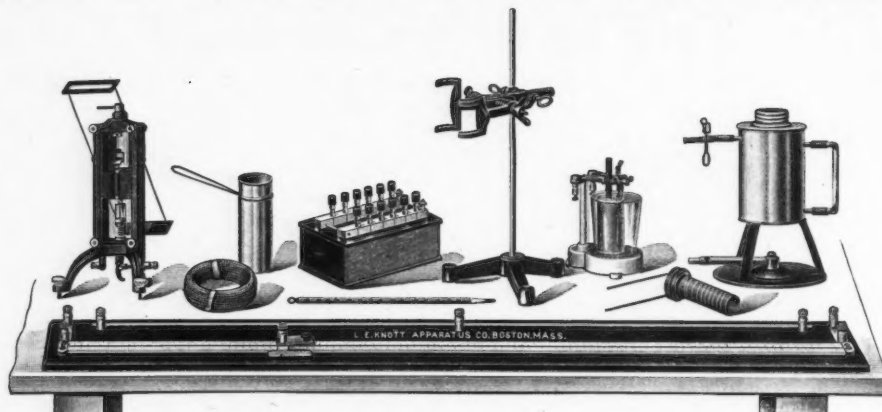
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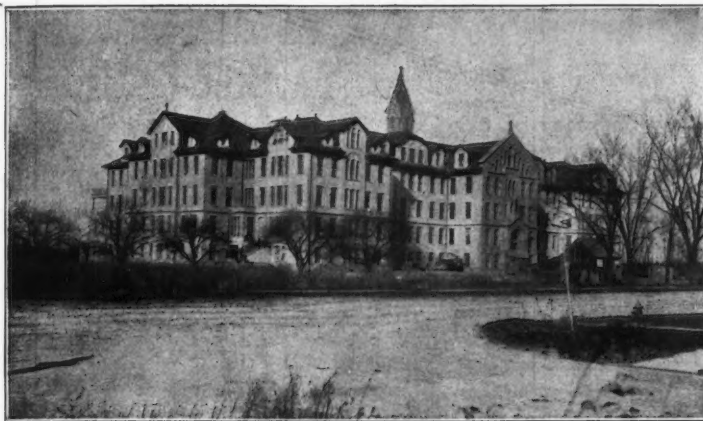
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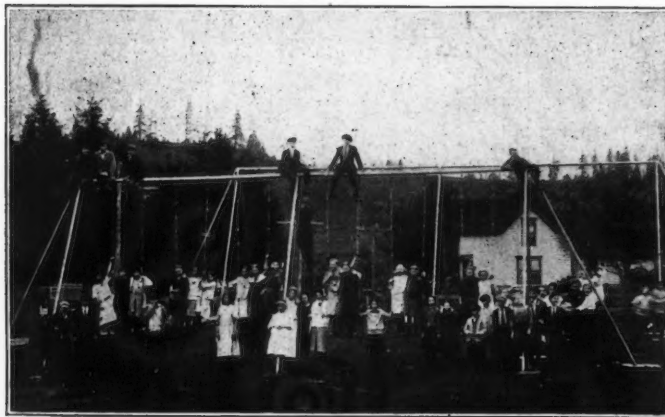
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The Catholic School Journal



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Cordial Approval and Commendation of The Journal from the Hierarchy and Teachers Throughout the Country.

On the occasion of the sixteenth anniversary of The Catholic School Journal, we deem it of interest to publish a number of the letters of praise and testimony received of recent date. So many valued expressions of the intrinsic worth and practicability of The Journal have come unsolicited, that the publishers contemplate putting them in book form. Heretofore, the well-wishes and esteem in which The Journal is held by a large list of the leading prelates and Catholic educators has been published from time to time. The following are additional notes of pleased subscribers, made up from miscellaneous schools at scattered points.

"Permit me to express my satisfaction—a satisfaction I know to be representative of many of our teachers—at the success with which you are maintaining the standard of the paper, now that your worthy brother has been called to his reward. It is my earnest hope that from every point of view the good you are doing will increase."

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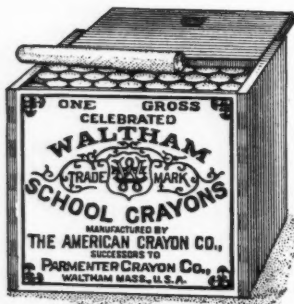
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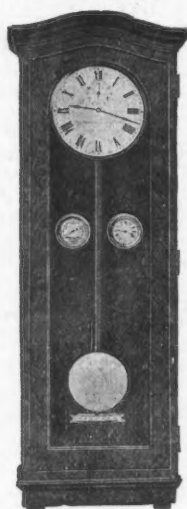
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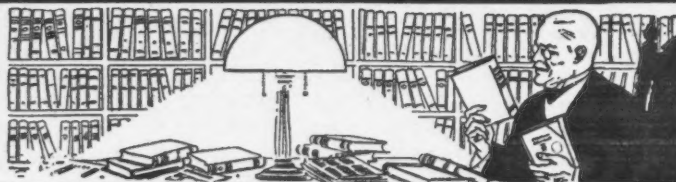
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